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ABSTRACT

As in two other projects in Cleveland and Newark, New Jersey, this project was set up in Baltimore to provide technical assistance in designing ways to meet in-plant skills needs by upgrading job skills on entry workers through High Intensity Training (HIT). Skill Upgrading, Inc. was established in Maryland to provide training and manpower consulting services to public and private sectors of industry. Along with HIT, other approaches to providing manpower and analysis and employee training were used as needed: job related education, orientation programs, and supervisory development training for existing and potential supervisors and management personnel. During an 18-month period, 20 programs were conducted in 17 hospitals, schools, and private manufacturing, food processing, and retail businesses. A followup study of 99 of the 214 workers who completed the programs showed that 77 percent received jobs for which they were trained at an average salary increase of 21 cents an hour. However, the program failed to develop project continuity through local financial support and responsibility. (Author/BH)

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FINAL REPORT

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SKILL UPGRADING, INCORPORATED

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FINAL REPORT

for period

July 1968 to March 1970

SKILL UPGRADING, INCORPORATED

501 St. Paul Place, Suite 1011

Baltimore, Maryland 21202

March 31, 1970

VT 012 019

This final report on a special manpower project was prepared by Skill Upgrading, Incorporated under Contract No. 82-22-68-45, Title II with the Manpower Administration, United States Department of Labor, under the authority of the Manpower Development and Training Act.

Organizations undertaking such projects under the Government sponsorship have been encouraged to express their own judgments freely.

The views, conclusions, and recommendations expressed in this document do not, therefore, necessarily reflect the official views or policies of the United States Department of Labor.

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from the director's desk

You are looking at a report that describes the first year and a half of an organization born of experimentation, which, throughout its active 18-months maturation period, embraced experimentation as a life-style.

Skill Upgrading, Incorporated has completed the first leg of a lengthy mission. We are indebted to the United States Department of Labor for making these first steps possible. Without the substantial investment by the Department of Labor, in terms of both money and guidance, our development and growth would not have been possible.

SUI's first 18-months have been replete with experimentation and demonstration which have attempted to involve and to satisfy many and diverse interests. These initial experiences have meant constant improvement and accomplishments that, we are pleased to relate, have exceeded our original expectations.

During this time of experimentation and demonstration we have attempted to show both the feasibility and high rate of productivity that can result in meeting the often coincident concerns of industry and society. SUI has been accepted by businessmen, by community leaders, and by government officials. These groups have responded positively not only to the services we have offered but also to the demands we have placed upon them.

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We have worked with scores of companies in the last year and a half. In the beginning we went to them. As time passed and our work became known, they came to us. We have trained and upgraded several hundred workers in these companies, and we have created a mechanism in many of them for on-going training and upgrading.

We have addressed businessmen in a straight-forward, matter-of-fact, dollar-and-cents way. To employees, we have attempted to demonstrate honesty, sincerity, and understanding. In each instance, confidence shown toward us was highly gratifying.

We enlisted broad approaches in manpower analysis methods and training techniques. We have analyzed in-plant manpower problems from the particular perspectives of management, of supervisors, and of workers. After identifying existing problems, several solutions to these problems were designed and implemented. Although we relied heavily upon High Intensity Training because of its proven effectiveness, we modified this program according to differing conditions. We have trained lower-level workers to perform jobs that their supervisors and management thought they could not handle. We have trained supervisors to perform their own jobs better, and we have provided orientation and consultation to management to improve even their role performance.

In addition, as part of our work program, we have planned and carried out research projects that have contributed significantly to the manpower literature. Our analytic reports have received nationwide attention. We have pioneered new approaches which have since been adopted by agencies similar to ours in other cities.

This report has been prepared with several kinds of readers in mind. One reader is the government official who can assess our program in terms of the government's investment and so determine whether we are worthy of receiving additional support. Another reader is the businessman, who may have heard of us, and who would like to know what type of an organization we have developed, what we have done for other businessmen, and what we are capable of doing for him. Finally, directors of other manpower organizations throughout the country will be reading this report to learn where we have succeeded and where we have failed in order to relate our experiences to their own projects. In admitting to both successes and failures, we acknowledge that without each our period of development would not have been worthy of that name.

I would like to thank all of those who have contributed to our work. We have sought the advice and cooperation of many public and private groups. I would like particularly to thank Skill Achievement Institute in New York which, through arrangement by the U.S. Department of Labor, worked closely with us throughout the period. Our relationship with that organization and with the outstanding professionals who have been a part of it has been, indeed, very close.

Finally, there can be no measure for the unstinting dedication by the staff of Skill Upgrading, Incorporated. It is a source of great personal satisfaction and professional pride to me that the overwhelming majority of our original staff members remained on staff and continued to perform energetically throughout the 18-month period. I am pleased that these individuals from the outset demonstrated talents that made them equal to the goals of SUI. Their assets were invaluable and I am happy that they considered SUI an organization worthy of long-term involvement.

I trust that the years ahead for SUI will be characterized by the same high level of activity, enthusiasm and competence that have distinquished its first year and half.

John W. Barrett, Jr.
John W. Barrett, Jr.
Executive Director

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ABSTRACT

This volume reports the organization, operations and results of the work of Skill Upgrading, Incorporated for the period of July, 1968 through March, 1970.

During this period, Skill Upgrading, Incorporated provided services in manpower analysis and employee training to seventeen (17) organizations including hospitals, public schools, a meat processing concern, box, shoe, rubber and silver manufacturers, a bakery, a dairy products and retail concern. Twenty (20) programs were conducted in-plant to train low/skill, low/wage workers for upgraded jobs - five (5) of which were for supervisory positions. Two hundred and fourteen (214) of these workers completed training through the upgrading technique called High Intensity Training. A follow-up study of ninety-nine (99) of these trainees showed that about 77% received jobs for which they were trained along with salary increases averaging twenty-one cents an hour.

The report also shows how Skill Upgrading, Incorporated provided other types of employee training, including in-plant supervisory training and development programs, human relations training programs and company trainer orientation programs. Skill Upgrading, Incorporated also conducted programs for employees away from their organizations including seminars for supervisors and managers, company trainers and workers who had been trained in upgraded programs.

The report also shows how these training programs were marketed to employers through sales and public relations activities.

Finally, the report presents an overview of the research projects of Skill Upgrading, Incorporated, and, in a general way, presents the results of these projects.

I

origin objectives strategies

Skill Upgrading, Incorporated came into existence July, 1968 as a non-profit organization, incorporated under the laws of the State of Maryland to provide training and manpower consulting services to both the public and private sectors of industry. To date the Greater Baltimore area has been the primary target for SUI activities. The first year and a half of operations was designated for experimentation and development. Two grants from the United States Department of Labor, Manpower Administration, totaling $407,746 provided the basis for this phase.

The contracts for these grants were signed in June of 1968 with SUI becoming operational in October of the same year. The three month period between contract signing and start-up was utilized by the coordinating agent, Skill Achievement Institute of Manhasset, New York for staff recruitment and advanced operations. The Institute became known as the system manager and was charged by the Labor Department to oversee operations similar to SUI's in both Cleveland, Ohio and Newark, New Jersey.

Advanced operations included the recruitment of a Board of Directors for SUI. That a three month period was necessary for advanced operations is indicative of the nationwide shortage of qualified manpower personnel. The organization was not fully staffed until the 7th of October. With staffing of both Directors and operations personnel completed, a substantial working relationship began to develop with both the United States Department of Labor and Skill Achievement Institute -- a relationship which was to continue through this reporting period.

The primary objectives of Skill Upgrading, Incorporated were originally enumerated in its Articles of Incorporation. In part, these are:

> "to engage and to assist others to engage in the creation, planning and implementation of programs designed to improve, upgrade, and advance the vocational skills and human resources of (1) working adults whose vocational skills are not commensurate with their potential earning power, (2) those whose skills are, or will soon become obsolete by technological change and who need new skills to meet the changing needs of industry, (3) any other low-skilled worker or group of workers who could benefit by the acquisition of new and improved vocational skills."

The realization of goals is a task needing constant attention. It was this task that became SUI's prime concern. To this end a close working relationship with industry was established to assist them in finding solutions for their manpower problems. The basic principle that the more effective utilization of human resources benefits both the employed and the employer formed the foundation of SUI activities. Uppermost in planning to resolve industry's manpower concerns and problems was the awareness not only of the future well-being of a company, but the future of that company's individual employees. The concerns of the employer and the individual, whether employed, under-employed or unemployed, were frequently resolved through SUI's involvement with client organizations.

SUI sought to gain the confidence of companies, and to assist them in solving their problems, thereby to obtain access to low-skill, low-wage workers -- a group often referred to as the "working poor" -- and help these individuals develop their occupational and earning potential. In working intimately with companies, SUI was intent on determining which services were most needed, and which approaches could best deliver such services while eliciting the most positive responses from supervisory and management levels.

SUI judiciously avoided an unnecessary, unwarranted, or inappropriate service while seeking to meet the needs of a client company. SUI avoided what have become traditional traps in manpower development -- playing the "numbers game" and serving the "chronically ill, fringe" employer. The former trap is an illusively simple one of counting "bodies" in a vacuum void of useful services. This trap has embroiled too many in a statistical manpower wasteland. The latter trap is closely related to the "numbers game." Having willingly and with foresight fallen into this trap, the manpower organization sells its soul in return for "body counts" to a list of exploiting employers who use its services to entangle employees in irreconcilable webs where organizations win at the expense of workers. The philosophy and goals at the root of these traps are diametrically opposed to SUI's efforts in reconciling employer-employee needs. SUI's manpower development thrust is toward the win-win mileau of the free labor markets of the competitive economic theory.

The avoidance of these two traps further served to underscore a basic SUI concern, that of providing a quality product. A quality product can produce a positive reputation in the business community. Information in that community, as all others, is fed in part by an informal grape vine. With delivery of quality service as a standard practice, SUI was eventually able to reach the businessman through his peers. The businessman talking with his peers uses quality, reliability and appropriateness as common denominators. SUI became a term synomyous with what businessmen were calling quality manpower development service. Once SUI was able to reach its client source, the business community, the implementation of its goals relative to the individual employees was practicable -- to help the low-wage, low-skilled worker to acquire skills needed to break out of their numbing, dead-end jobs.

That most low-wage workers spend only eight hours a day on the job, and the rest of their time living in a disadvantaged community was a paramount consideration. SUI, therefore, sought to take a comprehensive approach in working with these employees in reconciling work and non-work situations. Those 16 hours a day spent away from the work site were considered as important to a manpower breaking-through as the eight hours spent working. SUI felt that the worker does not live in a vacuum, but that the frustrations, anxieties and concerns of his existence are carried to and from the work site. Because of this, an ergonomic approach in training was adopted.

Not only was the worker trained for an upgraded position; SUI arranged with the employer a guarantee for the actual upgrading. SUI was concerned that many training programs have unrealistically provided training and skills for the low-wage worker, but no actual jobs. SUI was also concerned about avoiding the problem of "glamour jobs." At one time in manpower, it seemed that every other worker or potential worker was being trained for welding with no consideration given to the existence of jobs. It seemed that by some magic, training would relate itself to the reality of the labor market. SUI attempted to approach the individual low-wage worker with an approach founded in reality, the full knowledge of his life-space. SUI sought to act as a catalyst in companies with which it became involved--to make absolutely certain that its trained workers would receive better jobs commensurate with the training they received.

As a catalytic agent, SUI sought to demonstrate to both the employed low-wage worker and the employer, that their concerns were mutually amenable. On one hand, better jobs with better pay, and on the other hand lower overhead costs and increased productivity. As part of its interpretor function, SUI awakened the employer to his workers' substantial potentials. With appropriate training, low-skill, low-wage workers would be capable of assuming higher level positions. In this manner, SUI convinced industry that training and upgrading of this current low-skilled labor force made good business sense. In this context, the worker would be upgraded to higher responsibilities, to a job existing within his work environment--no phantasy position, but one existing within the reality of his life space.

In addition to these goals, SUI had mandates in the original two contracts with the Department of Labor to meet a number of specific objectives. The two contracts, one for training, and the second for analysis of the training, enumerated some definite goals.

The training contract specified the upgrading of 700 low-skill, low-wage workers. Approximately half of this number was to be trained directly by SUI staff with the remainder being trained by client company personnel. With this latter group, SUI would again serve as a catalytic agent by assisting the company personnel in conducting the training programs. This group of training programs was known as the "multiplier effect."

This "multiplier effect" was to be accomplished by SUI indirectly. The objective was the training of personnel from the participating companies to serve as company trainers. These persons would conduct continuing upgrading programs using techniques and curriculum materials provided by SUI. Follow-up visits to plants were also a responsibility of SUI so that the effects of its training could be evaluated while at the same time it could oversee subsequent training programs conducted by company trainers. None of the workers trained in these programs, both directly and indirectly by

SUI, was to be earning more than $5,000 annually. That is, they had to be part of the labor force that is being recognized of late as the "working poor." Their employment also had to be in such broad areas as health and other service industries, office services, and manufacturing, all in the Baltimore Metropolitan Area.

The objective of upgrading the "working poor" was at the core of the experimental and demonstration phase. The Department of Labor requested the implementation of an innovative training approach called High Intensity Training (HIT). HIT encompassed operationally the goals SUI had set out to achieve. A portion of these goals was the training of potential supervisors and the re-training of existing supervisors. SUI thought an essential element in successful upgrading of the "working poor" was the understanding and acceptance by his peers and former peers as well as his supervisors. The practice of re-training supervisory personnel was adopted for achieving that objective.

In addition to in-plant supervisory training and development programs, SUI conducted a Supervisory Clinic for all supervisors from various client companies.

The Department of Labor also asked that SUI attempt to encourage and aid employers in hiring disadvantaged unemployed persons to fill vacancies created by the upgrading of workers. It was thought that if upgrading actually took place, a vacancy at the entry level positions must have occurred.

Along with the Supervisory Clinic, SUI was also asked to conduct seminars for upgraded workers who exhibited the ability to assume wider responsibilities in industry, labor, government and the community. These efforts were known as Leadership Clinics.

Finally, there were several specific objectives inherent in SUI's relationship with Skill Achievement Institute (The Institute) as its system manager. The Department of Labor requested that SUI work closely with the Institute so that it could aid SUI in specific areas and so that the Institute could benefit from experiments SUI would conduct. Specifically, SUI was asked to maintain records on workers participating in training programs, to make these records available to the Institute, and to assist that organization in analyzing these materials.

Although the enumeration of its corporate and contractual goals was a reasonably simple task, their achievement called for in depth planning. In broad terms, a strategy was layed out that would bring SUI, the employer and the "employed poor" closer together. From the outset SUI employed the strategy which was to create an image for itself that would facilitate its acceptance by the business community.

Businessmen too frequently view manpower organizations, whether public, private, profit or non-profit, with a jaundiced eye. The stereotypical thinking in SUI's target community made it easy for business to label such organizations as anti-poverty agencies and as such not to be taken very seriously. This thinking leads the business community to regard such programs as poorly conceived, inadequately organized, and inefficiently operated -- staffed by people who understand little and care less about the problems of industry.

SUI attempted to create a desirable image by engaging the businessman from his point of view. The problems of industry were SUI's concern as well as his. Although a primary goal of SUI was to upgrade the employed poor, few businessmen were told this. SUI decided at the outset that it would not try to act in a missionary capacity, i.e., attempting to influence the value system of the business community. SUI made no appeals to businessmen attempting to instill a social consciousness or trying to make them "do gooders." SUI limited its conversations with businessmen to topics such as productivity and profits, skill needs and operation efficiency, and employee realiability and performance. To achieve its industrial goals, SUI did suggest that problems of industry could be eliminated or minimized by more effectively utilizing its current work force. It was pointed out that industry should be concerned with the potential of its workers and should try to develop that potential. But SUI presented this attitude in terms of sound business practice rather than in terms of a humanitarian ethos. Retaining workers by developing their skills would reduce turnover and in turn reduce overhead costs. At all times, SUI presented human resource development goals to the business community in terms of its perceived problems. SUI used a slogan which reflected its approach to its clients: "As people grow, business grows." In broad terms, this was the approach SUI took to develop its image.

In operational terms, SUI adopted many traditional tools from the industrial community itself. Its marketing plan identified present manpower shortages, industrial concentration and projected manpower shortage. Visual aids, brochures, and all the traditional paraphenalia of public relations and sales were prepared. With these SUI went out to "sell" its services to the client community.

From its origin and objectives, SUI identified strategies which relied upon several in-plant or on-site operations. SUI utilized analytic techniques which, with time and exposure, it altered or modified. Alterations and modifications occurred only when SUI saw that the goal of effectively servicing its objective was doubtful.

To implement its in-plant strategies, SUI used job task analysis. This technique involved studying existing job structures to determine the various tasks involved in jobs and the technical skills needed to perform these tasks. It also conducted wage and salary analyses and employee attitude surveys, other specialized consulting services. It used several types of training methods, first among which was High Intensity Training (HIT). This is an innovative, intensive, high-impact training program designed for low-skilled workers. The approach combines skills training with personal development. To conduct the standard five-week HIT program, a full-time SUI training consultant was assigned to an organization to design and implement the program. The SUI representative worked with trainees, supervisors and management in the plant setting until after the program's completion.

Along with High Intensity Training, other approaches were used when the need was identified. Among these were Job Related Education (JRE), and supervisory development training for existing and potential supervisors and management personnel in developing human relations competence. Management training was utilized when the need was paramount in a client company.[1]

Skill Upgrading, Incorporated has attempted to meet specific objectives in specific ways. At the same time it has maintained sufficient flexibility to enable it to provide services tailored to the needs of individual firms.

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[1] These services will be dealt with in depth in a later chapter, "Services Provided."

II

organization and management

The internal organization of Skill Upgrading, Incorporated consists of four divisions. They interact with each other under the general direction and coordination of an executive director who serves as the overall project manager.

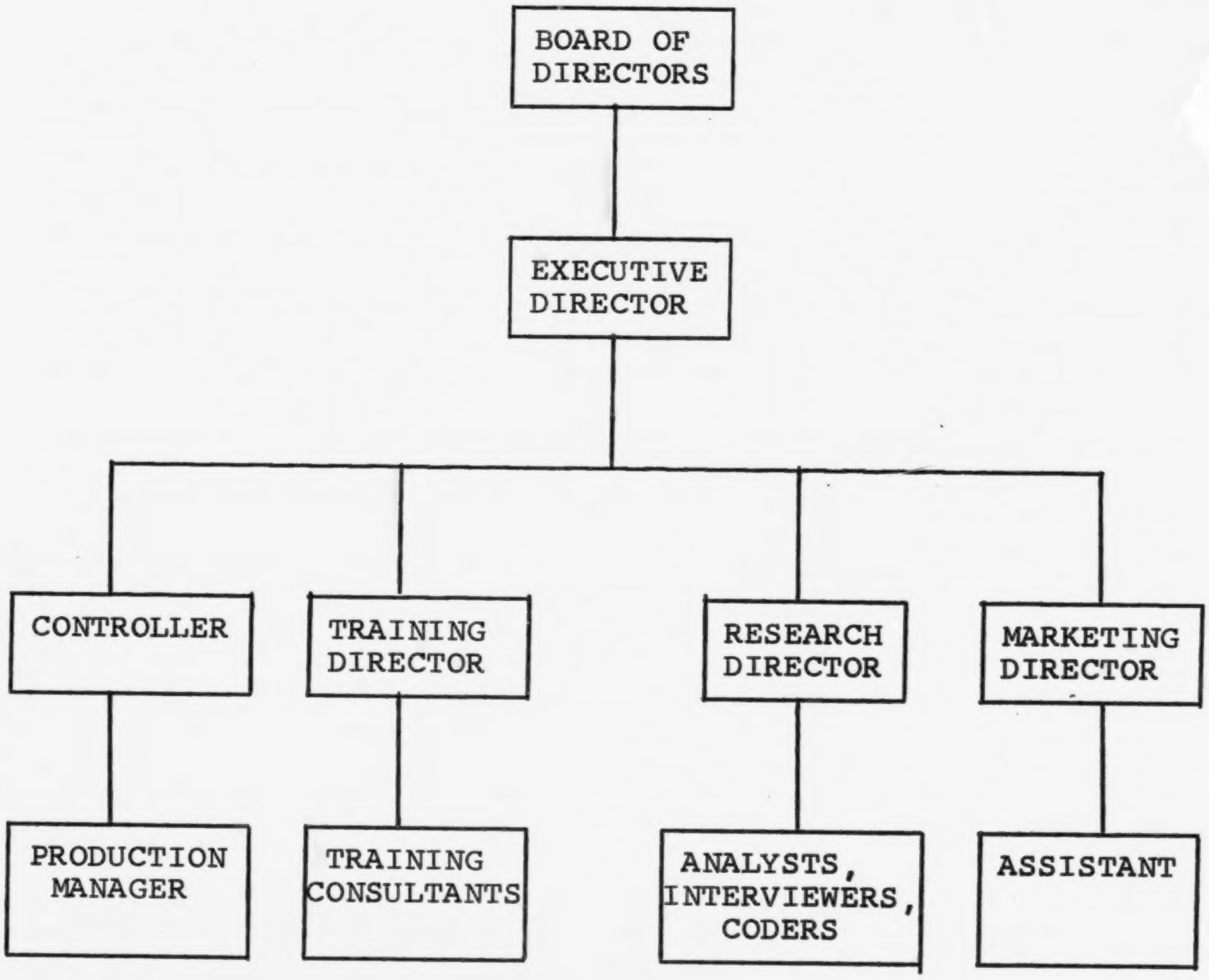
The day to day management of the organization is not geared to any particular theory of management. The current vogue of theories is a known quanity; but in practice an eclectic style varying with the particular concerns or needs are pragmatically followed.

SUI is managerially different from many manpower organizations. It has a contractual life expectancy along with a corporate life expectancy. This life expectancy has a direct bearing on management's decisions and practices. The unfortunate aspect of many federally funded organizations or projects is the expectation of a total corporate experience within stringent time limitations. However, because SUI enjoys a dual life expectancy many of the problems encountered in such an intense organizational experience were avoided.

If any particular management theory could be applied to SUI, it would be the concept of management by exception as exemplified in the axiom.

> "The best executive is the one who has sense enough to pick men to do what he wants done, and the self-restraint enough to keep from meddling with them while they do it."

This philosophy is followed in that each of the four divisions is administered by a highly skilled administrator. These four with the executive director comprise the senior staff. There is a training director, controller, research director, and marketing director. These individuals assist the executive director and meet with him regularly to discuss routine administrative matters. They also formulate administrative procedures and strategies in accordance with directives from the Board of Directors.


BOARD OF DIRECTORS
EXECUTIVE DIRECTOR
CONTROLLER
TRAINING DIRECTOR
RESEARCH DIRECTOR
MARKETING DIRECTOR
PRODUCTION MANAGER
TRAINING CONSULTANTS
ANALYSTS, INTERVIEWERS, CODERS
ASSISTANT

ORGANIZATION CHART

In no organization are all divisions totally independent from each other. Senior staff meetings were utilized as a coordinating aegis. Each division had primary responsibilities for which they were accountable.

Training

The training division under the supervision of the training director implemented the training programs and manpower analysis services offered by SUI. A staff of professional training consultants implemented all training services. A training consultant, once assigned to a particular training program, stayed with the program and company through all phases of the program until its conclusion. This eliminated the possibility of a client company being approached by any other staff member and facilitated operations. The training staff was supported in all its activities by a well trained clerical staff also under the supervision of the training director. In addition to the usual supportive services of a clerical staff, all records of programs and individual trainees were maintained by this staff.

Controller

The controller and his staff were responsible for both the long-term monitoring and day-to-day administration of SUI funds. In addition to this, the department has been mandated under SUI's contracts to provide the internal audits of the project and to make up the payroll on a bi-weekly basis. All equipment, supplies and services required by SUI are contracted or purchased through this office.

Operationally, the cost of equipment and the equipment needs of the project presented the greatest problem to SUI in complying with its original budget. That budget was a model, and the equipment costs reflected pricing prevelant in the New York area. These costs were not wholly valid for the Baltimore region.

The original budget, in addition to equipment allotment oversights, did not allow for the purchase of all the training equipment that SUI wished to obtain. Such things as video tape equipment and programed learning materials which could have been used effectively in training were financially out of reach for SUI.

The late start experienced by SUI made its operational budget more than adequate. In fact, it was able to request a three-month extension in the grant period. Other savings in money resulted from the fact that a secretarial staff position was not filled.

Fringe benefits budgeted at 20% of salaries ended up costing only 13%. Finally, space costs were considerably less than the amount budgeted.

During the reporting period most staff members received two salary increments. Merit increases occurred for all personnel at approximately the same time. The first salary review occurred 90 days after a staff member was hired and the second review occurred six months later. Salary increases were made based on, a) job performance, b) starting salary, and c) budget restrictions.

A difficulty SUI encountered during its initial period of operation was convincing vendors and suppliers who had had previous unfavorable experiences with government-sponsored programs to accept contracts from SUI. But as SUI developed a place for itself in the business world, this problem was overcome.

An added responsibility of the controller's office is to oversee the printing and reproduction of all documents and reports generated by SUI. These materials include training curriculum needs, status reports, trainer evaluation monographs, and research documents. The printing and reproduction functions were carried out by a production supervisor under the controller's supervision.

TRAINING AND RESEARCH BUDGETS

JULY 1, 1968 TO MARCH 31, 1970

SKILL UPGRADING, INCORPORATED

	Budgeted Training Costs	Budgeted Research Costs
PERSONNEL COSTS		
Salaries	$188,000	$36,650
Fringe Benefits	18,000	4,765
Consultants	5,000	6,700
Total Personnel Costs	$211,000	$48,115
OTHER COSTS		
Space Costs	33,600	6,200
Equipment	19,000	5,000
Travel	15,000	2,500
Telephone	12,300	2,500
Consumables	7,000	2,500
Printing and Training Materials	17,000	4,000
Books and Publications	2,500	6,200
Postage	2,500	1,500
Legal and Audit	4,000	1,500
Total Other Costs	$112,900	$30,400
TOTAL ALL COSTS	$323,900	$78,515

Research

The research and analytic division, supervised by the research director, is responsible for designing and implementing research projects to evaluate the effectiveness of training programs, and to develop new knowledge in the manpower field. This operation is funded separately by the Department of Labor. A few of the major research projects have been designed and conducted jointly with Skill Achievement Institute. This division also has the capacity for independent research on all training programs conducted by SUI.

Marketing

The marketing director and his staff are required to make the business community aware of SUI, its goals, and its methods of operation. Marketing is also the arm of the organization that obtains contracts with various client companies. Finally, this division disseminates information about the organization to the general community through the various communications media.

III

the board of directors

Skill Upgrading is an incorporated entity, and as such has a Board of Directors. This board, like its counterpart in the private profit-oriented sector, has the ultimate responsibility for organizational policy. In addition, its direct contact is essentially with the chief administrative officer of the organization, the executive director.

There are similarities and differences between the Board of Directors of SUI and the traditional boards of private profit-making organizations. The activities of the SUI Board do not stop at developing overall organizational policy. Nor were its members selected for the traditional reasons of acknowledged expertise or financial influence. In its formation and individual orientation, the members of the Board have a quasi-private and quasi-public genre. The Board is a compromise between a traditional board in the profit-making sector and a public spirited advisory council in the public agency.

Since the goals of SUI were to apply and further develop new manpower techniques, the Board had to be indoctrinated at the onset to the nature of the organization. This need, again, reflected the uniqueness of the Board's operation. As it happened, because of the more nebulous orientation and make-up of the Board, some members became more informed than others and were able to contribute more to the organization. They have been active in many specific areas, particularly in helping to "sell" the training offered by SUI.

An organization that sells motivational theory and practices to its client companies had difficulty in uniformally motivating its Directors. This reflects the quasi-public, voluntary orientation of the Board. The members are not financially compensated in any way for their attendance or interest. Self interest is a motivating factor for low-skilled workers and Directors. However, financial incentive as a motivational tool was unavailable to SUI. It was several months before information about the program was effectively communicated to the entire Board. Not until that time was the Board able to function as a truly effective coordinated unit.

The orientation of the Board of Directors was not only the reason for the ineffectual activities of some of its members.

The Board of Directors came into existence at the same time that the organization became operational. If the Board had been selected in advance of the organization becoming operational, extensive grounding in its projected activities would have been possible. The staff, at times, was attempting to orient both its own Board and the Baltimore Community. At such a time, the staff's efforts should have been directed soley to its potential client population with the Board of Directors leading the way.

It seems regrettable that time did not allow for a more judicious selection of Board members. Because the Board was formed so quickly, the members had to be selected largely on faith rather than on the basis of their interest in this type of organization or of the time they had available. Many members were selected on the basis of groups or interests they represented in the Baltimore Community. This did allow for the needed community representation, but not the community interest. Because of extensive individual commitments by Board members to the community or personal interests, absenteeism, at times, was chronic.

An indication of the quasi-public advisory council orientation of the Board of Directors can be gleaned from the representation on the Board. The initial Board consisted mainly of government officials, civil-rights activists, and representatives from academia. Only one member represented the business community.

Hindsight indicates that Skill Achievement Institute in its advanced planning activities depended too heavily on community and voluntarism for SUI's directors. The business community was to be SUI's target population, yet, that population had little involvement with the organization. It would appear judicious to include, as an active directory force, representation from the target community. This is not to imply that the individuals on the Board did not understand or sympathize with the concerns and problems of businessmen; rather it is a criticism of their lack of influence in the business community. Their rank in the community did not, unfortunately, act as a wedge to open industry's doors for SUI. In other words, the private sector orientation was underrepresented.

As time passed, the Board developed in a way that made it a greater asset to the organization. For one thing, there was a turnover in Board members that brought on to the Board more interested and influencial business-oriented individuals. This brought about a closer balance between the quasi-public and quasi-private leanings of individual board members. Because the Board was not constituted solely as an advisory agent, but had definite responsibilities, this balance of influence was essential.

The Board is the responsible organ for the creation of SUI's overall organizational policy and for financial planning. These are constituted responsibilities. In an advisory capacity it has served as a window to the community. As part of this second function, it has helped to engender community confidence in the stability of SUI. This proved crucial in helping SUI make contacts and in facilitating the acceptance by businessmen of SUI services.

In addition, with time, the Board gained increased exposure to SUI and became quite knowledgeable about its goals and methods. As community recognition increased, the Board took pride in SUI achievements. One development that raised interest on the Board was the substantial and visable headway the organization was making in meeting its goals. Encouraged by this progress, Board members started to believe firmly in the organization and its goals.

Although the first few months of its existence were marked by a

See Appendix D, Board of Directors.

few difficulties, as time passed, the Board of Directors functioned smoothly and contributed substantially to the growth of SUI. By the end of the reporting period, the Board was able to actively assist SUI in contacting new funding sources and in carrying out the necessary contract negotiations for SUI to expand its operations.

IV

the staff

In addition to recruiting and selecting members of the Board of Directors, those engaged in the advanced operations phase also recruited and selected key staff. With this accomplished, key staff persons assumed the function of staffing. The completion of staffing became an SUI operational activity.

Recruitment covered a broad geographical area with the personnel search extending as far as Missouri. This experience is added evidence of the shortage of experienced and qualified manpower personnel.

The staff that was recruited and developed during the reporting period contained a broad range of specialities. Personnel came from such diverse organizations as IBM, Social Security Administration, C & P Telephone Company and various manpower programs. They were chosen not so much as to constitute a collection of individual talents, as to form an effective team. Their specialities complemented each other.

Among its more than 20 staff members SUI has professionals who, through formal training and practical experience, are highly competent in several fields. The unifying elements of this diverse staff is the applicability of their specialties to manpower. The interdependence of training and manpower analysis produces a total unit of manpower expertise. The training skills range from specialization in training low-skill, low-wage workers to broad exposure in supervisory and management training. Supervisory and management training and development experience was not limited to the more technical areas of training, but included human relations and developmental training. In working with low-skill employees, SUI staff capabilities go well beyond training. Some members of the staff have done substantial work in personnel and employee counseling. There are also individuals who have been involved in social work and community organizing, and who have had extensive experiences in dealing with off-the-job problems that frequently confront low-skilled minority workers.

A number of staff specialties proved to be of particular value to businessmen to whom SUI has provided services. These specialties include business administration, operations research, systems analysis, and accounting. Traditional academic areas of specialization are also represented in the background of SUI personnel including psychology, social psychology, economics and sociology. In addition, there are staff persons who have experience in remedial and other special educational programs.

The staff has gained its experience in several types of organizations throughout the country. They have worked in plants, hospitals, public agencies, and schools. A few previously held positions in business consulting firms and manpower training centers. Most staff members belong to professional associations in the training and management fields. They have also participated in many nationwide conferences in these areas.

The educational preparation of staff members is extensive and diverse. The substantial academic preparation of the staff is indicated in the many advanced degrees held in the business sciences, law, education, and the behavioral sciences.

SUI did avoid the exclusion of potential staff based on lack of formal educational credentials. An individual staff member's educational exposure was considered as one competent to be weighed with his overall experience. Too frequently, lack of education is the excuse given for not hiring or promoting. In the staffing of SUI, decisions about experiences and subjectively judged potentials were considered first and then formal education in the light of experience and potential.

In addition to formal background and work experience, SUI's personnel was also selected on the basis of personal character. A prime prerequisite for an SUI employee was the ability to relate and communicate with low-skilled minority workers, as well as with company supervisors and managers.

SUI did not limit its own future by simply absorbing the existing skills of its staff. It hired, and then developed. In-service training is received as a continual process for all its staff within the frame-work of organizational development. Staff learning revolved around team development. Such a diverse group of individuals had to be welded into working units and these, in turn, into effective organization.

V

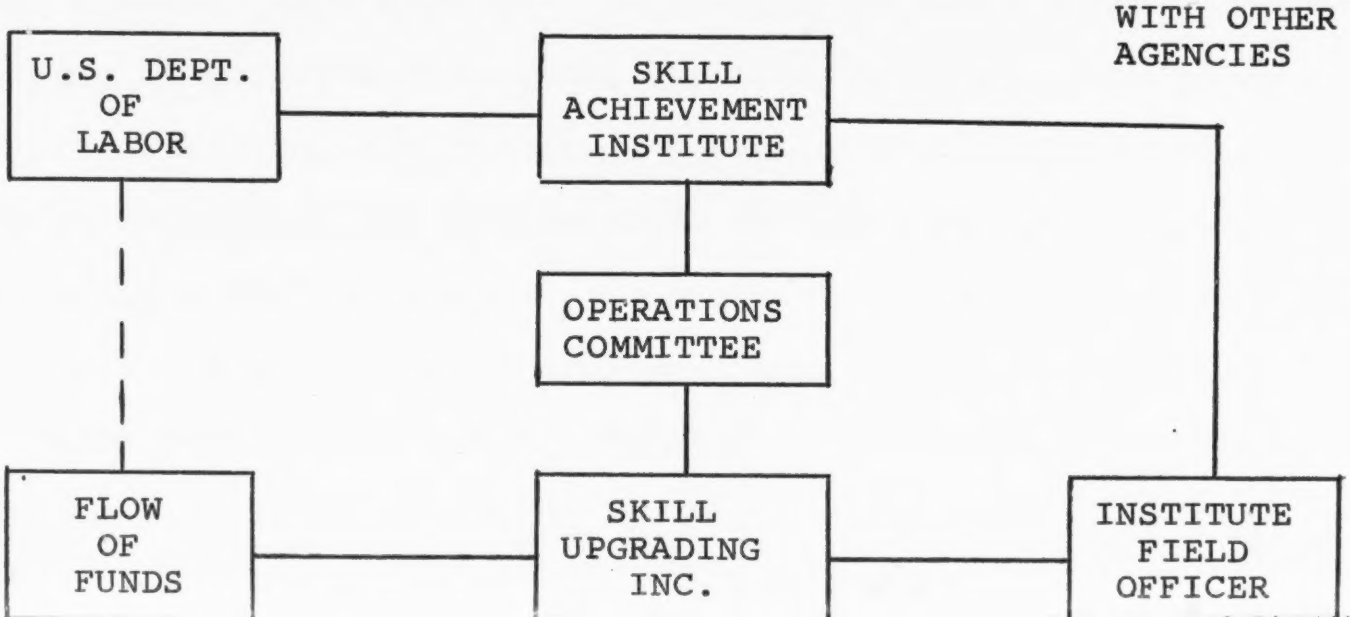
affiliation with other agencies

Skill Achievement Institute

A close relationship has been fostered with Skill Achievement Institute throughout this reporting period. The two contracts received by SUI from the United States Department of Labor identified this relationship.

These contracts stipulated that the Institute would serve as system manager. It was to coordinate three programs, in three different cities experimenting with upgrading techniques. The system manager concept was one with a dual purpose. First, the Department of Labor encouraged a monitoring of SUI by Skill Achievement Institute; and second, the Institute was to provide technical assistance on an on-going basis.

RELATIONSHIPS WITH OTHER AGENCIES


U.S. DEPT. OF LABOR
SKILL ACHIEVEMENT INSTITUTE
OPERATIONS COMMITTEE
FLOW OF FUNDS
SKILL UPGRADING INC.
INSTITUTE FIELD OFFICER

The Institute then was to provide services to SUI for the Department of Labor. This arrangement was reciprocal since it was also stipulated that SUI would provide the system manager with on-going information and data appropriate to its needs.

The initial assistance given by the Institute to SUI was substantial. As time passed, however, and as SUI developed into a self-sufficient organization with an independent image and a reputation for quality service, outside support became increasingly unnecessary. With time and success, SUI received a preponderance of monitoring from Skill Achievement Institute and little technical assistance.

The technical assistance provided by the system manager was in three major categories:

Advance Planning
In-Service Training
Research and Reporting

Advance planning by the system manager included such basic concerns as office or site selection, initial staff recruitment and purchasing activities. At this time, advance planning activities included one additional activity of preeminent importance to SUI; advanced sales and public relations. This activity was supposed to have lowered the resistance level of the greater Baltimore business community to SUI's projected services. However, the Institute enjoyed little, if any, success in this area. When SUI became operational three months after contract signing, this same activity constituted the primary thrust of SUI's management staff. The advanced planning activity failed in engaging the business community. This failure is reflected in the absence of business community representation on the Board of Directors.

However, the systems manager achieved a high degree of success in its initial in-service training program for SUI's staff. The staff that was recruited at the beginning of this reporting period, including the executive director, received in-service training at Skill Achievement Institute in New York. Conducted over an intensive six-week period, the training permitted the participants to thoroughly examine concepts and techniques of management, training, analysis, reporting and evaluation. Also studied in depth was High Intensity Training - a major training technique used by SUI.

Skill Achievement Institute also arranged to have SUI staff members participate later in a national conference on manpower development and training techniques. During this week-long conference in Glen Cove, New York, workshops sessions took place throughout each day and evening. During these sessions, representatives of manpower organizations throughout the country were able to assess their progress and analyze their experiences on a collective basis. Manpower officials from Washington also attended to discuss current manpower trends and new training ideas.

Staff members who joined SUI after the initial recruiting period were given in-service training mainly by SUI.

Formal presentations by experienced staff members on various aspects of the project were supplemented by closely supervised field assignments. Rather than being pedagogical in approach, in-service training was training on-the-job and under the close supervision of a highly competent staff member. Before a training consultant was permitted to function on his own, he had to satisfactorily demonstrate his ability to the expectation of his department head and the executive director.

The in-service training program developed by SUI went beyond instructing personnel in the routine functions of their particular jobs. It focused on the philosophy and rationale of the organization, its goals, and its methods of operation. In addition, through the cooperation of Skill Achievement Institute, SUI personnel were periodically able to visit manpower projects in other cities. These visits proved to be valuable opportunities for staff members to exchange and broaden their ideas and experiences. As previously indicated, SUI views in-service training as an ever-recurring concern.

The third major category of the Institute's technical assistance was reporting and research. Training in preparing the monthly reports for the Department of Labor was provided since uniformity in reporting was of major importance.

In research, the coordination of all areas of interest were essential. SUI provided substantial information to the

Institute concerning its experiences in helping employers with their manpower problems and in training employees. Information sheets for workers in SUI training programs were provided to the Insitute on a regular basis. When the Institute analyzed basic information for a report to the Department of Labor, SUI provided substantial information and assistance in helping to analyze and interpret the material. A key staff member of SUI worked with the Institute for an extended period to assist in analyzing the data and writing the Institute's final report.

To deliver technical assistance, the system manager assigned a field manager to work with SUI. This highly professional and competent person regularly made on-site visits to the Baltimore organization. As the need arose, he consulted and advised key SUI staff. He was also the person who bridged the two areas of Institute activity, technical assistance and monitoring. He and one additional member of Skill Achievement Institute's staff met with two representative from the Board of Directors, forming the Operations Committee. The executive director of SUI was chairman of this committee. It oversaw the main aspects of SUI's operations. In carrying out this role, the committee recommended policies concerning personnel requirements, standards and practices. The committee also reviewed and evaluated progress reports and budget statements.

Although the Operations Committee made substantial contributions in the beginning to SUI's development, as the project became fully operational and as its top administrators began to perform at peak capacity, its role became less important and, perhaps even somewhat burdensome. Eventually, the Committee performed few tasks that could not have been handled by either the management staff of SUI or its Board of Directors. As the Committee functioned throughout this reporting period, there was substantial duplication and uncertainty regarding the Committee's responsibilities and those of the Board of Directors. As a result, there were certain policy areas that neither of these bodies handled. The Operations Committee, as it now seems clear, should have been consolidated with the Board of Directors of SUI. A member of the Institute should have then sat on the Board so that SUI's formal affiliation with the Institute could have been maintained. The Institute could have then achieved its monitoring needs in this fashion without an additional operating unit. In this area, as in others, conflicts can arise when the needs and concerns of the system manager are not concurrent with those of the operating unit. The Field Manager could have successfully served the Institute's purpose through resolving these concerns. What the Institute failed to provide was a better balanced management structure that could have eliminated top heavy practices in the instances of Board and Committee operations.

As time passed, the Operations Committee met with increasing infrequency. This was reflective of the Institute's changing objective in terms of its relationship with the project and SUI's recognized management competence.

The United States Department of Labor

The United Stated Department of Labor provided funding throughout SUI's initial operating period. The Department of Labor also arranged for Skill Achievement Institute to aid SUI in its development by providing varied supportive services.

A highly unrestrictive role was played by the Department of Labor in its relationship with SUI. It gave SUI wide latitude in developing policy and formulating its own modus operandi, insisting upon a minimum number of constraints. During this period, officials from the Labor Department periodically visited SUI, not so much to inspect as to learn. As part of the arrangement with Skill Achievement Institute, the monitoring and inspection activities were already delegated. The Department of Labor was more interested in learning methods of applying the knowledge gained by SUI. To this end, other manpower project officials also visited SUI.

The absence of any extensive direct contact with the Department of Labor was initially beneficial to SUI. The needed flexibility, particularly with an experimental and demonstration project, was in abundance. However, as operations became more routine this distance presented some problems.

Skill Achievement Institute, as the designated intermediary between SUI and the Department of Labor, was a pivotal factor in many areas. As the Institute - also funded by the Department of Labor - neared the end of its own funding period, it also became concerned with developing new programs and obtaining additional funding. SUI subsequently was given very little attention. The Institute in its dual role as the provider of technical assistance and monitoring became increasingly disengaged and less active in SUI's future development as a viable manpower agency and, it would seem, its expected self-interest precluded an intermediary relationship which could have resulted in substantial future planning.

Consequently, SUI experienced considerable difficulty in maintaining open lines of communication to the Department of Labor to obtain information and leads concerning funding possibilities. The process of obtaining additional money to continue its existence consequently proved to be a long and difficult undertaking requiring substantial staff time and major organizational commitment. The severing of the umbilical cord with the Institute left SUI substantively severed from the national manpower effort.

This would appear to be a primary example of what can occur when a system manager is introduced into an operation. When that system manager's needs and concerns are not complementary to a healthy and vigorous operation, contingency planning is necessary to fill the resulting vacuum. Neither Skill Achievement Institute nor the Department of Labor, in conjunction with Skill Upgrading, Incorporated attempted the planning of contingencies or alternatives needed. During the experimental period the system manager became less active and more disinterested; yet, no alternative routes to the Department of Labor were opened.

VI

services provided

Skill Upgrading, Incorporated has provided employers with a number of services. These services were in two major categories - manpower analysis and employee training.

Manpower Analysis

As SUI began its work of consulting with employers in training and developing their manpower, it recognized the inadequacy of job task analysis tools provided by the Institute. High Intensity Training analysis was synonymous with the type of job task analysis formalized in the High Intensity Training Analysis (HITA) Form. In-service training provided by the Institute in job task analysis emphasized fitting the man to the job. This type of analysis can be construed as meaning "The worker belongs to his job." Hence, analysis to the trainer meant familiarizing himself with all the tasks performed in a particular job so that he could assist the employer in selecting appropriate candidates for that job and so that he could develop a curriculum which would enable the trainees to learn to perform that job.

The Institute, in its in-service training program went a step beyond providing the trainer with the tools and techniques of job task analysis. It introduced into the trainer's vocabulary the words "Human Resource Development, Upward Mobility, and Job Restructuring." However, it failed to provide skills and knowledge that would have given upgrading a realistic perspective within manpower theory, practices and policies.

Manpower policy as it exists today is designed to facilitate the operation of free labor markets. Its implementation consists of four parts:

1) labor market information
2) manpower development through training and education
3) matching manpower and mobility
4) manpower standards, such as minimum wages and provisions to prohibit discrimination in employment

The High Intensity Training Analysis tools and techniques initially utilized failed to give the trainer the necessary perspective to enable him to work within the framework of an active manpower policy. Consequently, much of his consulting activity at first resulted in the upgrading of low-skill, low-wage workers from one "dead-end" job to another "dead-end" job to which were attached a higher salary or wage, and a different title, and likely a different task. Career ladders or career mobility did not enter into the picture.

The provisions for job task analysis fell far short of anything resembling upward mobility, job restructuring, or what is understood as human resource development inherent in current manpower policy.

Because of the initial lack of skills and knowledge in the theory and practice of manpower analysis and development, SUI began a concerted effort to develop a working manpower analysis model. With this objective in view, theoretical and practical development of the model was begun.

SUI searched for a theoretical base which incorporated a holistic approach to upgrading. The tools and techniques which it began to employ enabled the training consultant to use a bifocal outlook on man and job. Whereas job task analysis implied that "The worker belongs to his job," the consultant could now see that it is equally true that "The job belongs to the worker." The perspective meant that human resource development is job development - the process of fitting man to the job and fitting the job to the man. This perspective is based upon the socio-economic principle of "greatest good to the greatest number"

1) without sacrificing the individual to society.
2) without compromising employer responsibility to the disadvantaged poor.
3) without absolving the disadvantaged persons from their responsibility to society.

Without such a perspective, the "ergonomic" approach is an appendix to job skill training rather than an integral part of the training process.

The training consultant began to employ data gathering tools designed to provide information that could be validated and organized in a study of the client organization - its philosophy, technology, and management climate. Rather than study a target job, the training consultant gathered data about the entire organization. His tools were management inventories, interviews with entire supervisory and management staffs, filmed documentation of operations of work units and entire plant operations.

Through the liaison person, the training consultant gathered job descriptions, and job breakdowns on all jobs. The relationships of data, people, and things were studied to yield D.O.T. classification and skill levels on all jobs.

Check lists on personnel practices and supervisory practices were completed to study day-to-day patterns affecting 1) new-hire such as recruitment, selection, orientation and training 2) in-service training and its relation to staff retention and 3) follow-up to determine reasons for termination.

After these intensive on-site data gathering activities, the training consultant organized the data into meaningful information. He then analyzed this information to identify the manpower problems of the organization.

What emerged from the analysis were identification of such problems as:

1) Inadequate supervisory communication and human relations skills.
2) Inadequate programs for new hire.
3) Inconsistent and inadequate patterns of job mobility.
4) Inequitable wage and salary administration.
5) Inadequate or inaccurate formulation of organizational philosophy.
6) Ineffective management styles in terms of task and relation synthesis.

The final product of the analysis was a Manpower Analysis Report. The Report summarized the consultant's findings and recommendations. The analysis and Report formed the groundwork for research and development of the client organization's human resources.

Although this process of manpower analysis evolved gradually, it was successfully employed in part or whole in several HIT programs. A summary description of what occurred in some of these manpower analyses will show how the elements of manpower analysis evolved into the present operational model.

At the completion of a HIT program to upgrade meat processing and packaging workers, the plant manager concluded that the workers who had been trained in the program knew more about the operation of machinery than his long-time workers. This was, in fact, a testimonial to the effectiveness of the training consultant's analysis.

In the process of data gathering, the consultant observed and documented on film (8 mm motion picture and 2"x2" slides) the work of the entire unit. (The materials were later used as training aids.) The various jobs within the unit were classified and job tasks identified. The consultant interviewed skilled workers and supervisors to determine how tasks and relations were organized in the unit. He spoke with managers to ascertain their views: on training and employee relations; on the philosophy of the organization (e.g. its relationship to the community); on plans for organizational growth; on worker-supervisor relations.

After analyzing the available data, the consultant reported his findings and recommended certain alternatives. Among these alternatives were:

1) A three-level skill curriculum to prepare workers to fill jobs which would develop in an imminent plant expansion.
2) A research design to study the impact of the skill and social training program on the organization. (This research was reported in Richard Nadeau's The Black Worker in a Black-Owned Company)
3) A further analysis of supervisory skills. (A supervisory training and development program was subsequently initiated in the plant. Supervisory personnel skills were studied through validated inventories.)

The program which developed out of the manpower analysis was at first perceived as just another anti-poverty program. However, it was ultimately viewed as "the best thing that's happened to the company," in the words of one of its top managers. This was so not only because people from the class knew more about what they do, and why they do it, than long-time operators. But it was also because of organizational impact of a well planned and executed program from which

"Possibly, the greatest benefit has been the reactions induced in their (the trainees') co-workers and our management."

Another effort to employ a holistic approach in analysis was made in a hospital pharmacy. In talking with administrators of the hospital and directors of the pharmacy, the training consultant found that they were unable to recruit and retain enough pharmacists to do the work of the department. It was decided that the training consultant would work with the director and his assistant to analyze the operations of the pharmacy.

The training consultant then went about gathering data which might provide meaningful information about antecedents and origins to assess the factors and forces relative to existing conditions in the pharmacy. Jobs and responsibilities were catalogued, along with position descriptions, educational requirements, and professional affiliations. Job task breaddowns were completed and documented on film.

Analysis of the data led to the conclusion that manpower in the pharmacy at all skill levels were underutilized. A vast gulf existed between the skill levels of the working pharmacist and the next lowest employee in the pharmacy whose principle duties were typing and clerical duties. The pharmacist spent most of his time performing tasks which were highly repetitive and required little professional judgement. His dissatisfaction with his job was further added to be a long and irregular work schedule.

The training consultant recommended a restructuring of job functions in the department and a HIT program to train low skill workers for a restructured job. These recommendations were embodied in a position description entitled Pharmacy Technician III which follows (Figure 1) and in the curriculum for the program. The hospital administration and directors of the pharmacy approved these recommendations.

FIGURE 1

PHARMACY TECHNICIAN III

POSITION DECRIPTION

Job Summary

Dispenses drugs under direction of pharmacist and assists pharmacist in three areas of drug distribution: in-patient, out-patient and intravenous additive laboratories. Prepares drug orders in pre-packaged, injectable and repackaging stations, reconstitutes under sterile conditions intravenous requisitions. Performs general clerical duties related to the dispensing of drug orders.

Job Description

1) Sorts requisitions, types labels, locates, counts or measures, and labels repackaged orders under supervision of pharmacist.
2) Computes charges for individual patient orders, floor stock supplies, and intravenous solutions.
3) Reconstitutes sterile products, prepares compounded intravenous solutions, and labels orders for delivery to the nursing units.
4) Receives out-patient drug orders, handles cash transactions, or other payment plans, types labels with directions to patients, fills and dispenses drug orders to out-patients, under supervision of pharmacist.

FIGURE 1 Concluded

Equipment

Typewriter: for typing labels for individual patient drug orders.

IBM "Selectric"

Graduates, mortar and pestle

Counting tray

Syringe

Sterile vial

Cash register

Relation to Other Jobs

Promotion from: pharmacy technician II, general clerk, clerk typist.

Promotion to: pharmacy technician supervisor

Other relationships: on occasion, this worker assumes duties of technician I, and technician II, such as typing labels, operating cash register, and keeping inventories.

The typing of labels, sorting requisitions, operating cash register, locating pre-packaged and injectable drugs, pricing drugs may be performed by a technician II.

This job may be specialized and the title enlarged by such additions as In-patient-, Out-patient-, Intravenous Laboratory-, according to area worked;

Specialized Qualifications

Knowledge of the typewriter and ability to type flawlessly with minimum speed.

Ability to recognize and read pharmaceutical terminology.

Completion of High Intensity Pharmacy Technician III Training Program, including on-the-job training.

At another company, this time a bakery, the training consultant was given the work of determining the feasibility of instituting a wide range of needed industrial services. The following is an exerpt from the consultant's Report regarding the results of his interviews with supervisory personnel.

"Daytime supervisory personnel were interviewed Monday afternoon and the following day. Those on the night shift were interviewed 11:00 p.m. Monday evening to 2:00 a.m. Tuesday morning. A total of 17 supervisors were interviewed. The line of questioning was geared primarily to verify current operational procedures and manpower utilization; secondarily, it was to afford them the opportunity to discuss those aspects which affect them favorably or adversely. Thus, in addition to identifying objective facts, subjective feelings and relationships, meaningful suggestions were discussed. The interviews bore the following results:

1) Though the sequence of any given set of operations were identifiable, the individual tasks were neither carefully assigned according to skill levels nor coordinated to minimize delay and movement of men and equipment.

2) It was more by accident rather than by design that anyone was assigned a set or sets of job tasks that could be classified as an entry-level position.

3) In practice, there were no entry-level positions from which one could work up to a job involving more skills, more responsibility and increased wages. Workers remained at entry-level wages without compensation for increased responsibility after years of experience and increased skills and/or reliability on the job.

4) Many line workers had assumed supervisory responsibility as leadmen (floor lady, supervisor, foreman) without compensation, except coincidentally, for overtime. This was a contributing factor to the huge amount of unnecessary overtime hours logged daily without standardized controls.

5) The salary margin between weekly wages of supervisory personnel and hourly wages of functional supervisory leadmen was so big that an equitable wage distribution would demand both a lowering of those weekly wages and raising the hourly rates on an interlocking scale of grades and steps as shown in Appendix B, Table 1.

6) At least 40 percent of those interviewed admitted evidence of pilferage, though not on an organized scale. Extensive and organized pilferage may be safely deduced from the blatant lack of logistic, sales and production controls. If this were investigated, employees in all echelons of production and sales, management would probably be incriminated.

7) Employee turnover averaged 250 percent. Absenteeism was around 10 percent on an on-going basis and mostly due to people destined for termination. Production losses due to these two factors were further increased by a lack of manpower reserve and by disorganized training and orientation of new-hires.

8) The night shift supervisors unanimously felt that they were entitled to some kind of differential to compensate for:

   a) Greater productivity than daytime workers, man to man per hour on the hour;

   b) Adverse working conditions (e.g. extremes of heat and cold) and difficulty commuting to and from the plant;

   c) Adverse effect of working hours on the maintenance of a normal family life.

9) There was a general desire for some kind of regular communication and exchange of ideas. Suggested were staff meetings, suggestion boxes, posting of important changes and general data, printing and distribution of the same."

From this exerpt, the reader can sense the emergence of the holistic approach to manpower analysis.

The following recommendations from the same Report include a summary of the analysis and specific recommendations with regard to some of the company's critical manpower problems.

BASIC FINDINGS AND RECOMMENDATIONS

FINDINGS I: There is no attempt on the part of management to establish and develop methods of verifying existing conditions at the plant and interpreting the facts in the light of established norms by the Community, State or Federal Government.

Result: It is after a problem has come up (e.g. minimum wages cut below legal requirements because workers have to purchase and maintain their own uniforms) that management starts to become aware of that particular milieu.

RECOMMENDATIONS I: Initiate meetings, and develop existing resources for communicating and posting information. Assign a nerve center, preferably the Personnel Division, to coordinate activities, develop appropriate methods of collating data that could be researched and used for administrative and human development purposes.

FINDINGS II: There are no logistic and operational controls. Receiving, transporting, distribution, storage and shipment of materials and finished products are not adequately accounted for or given normal surveillance; machine set-up, feeding, tending, off-bearing, and isolated operational tasks are not governed by standard operational quality/quantity controls or afforded adequate supervision. Leadmen and supervisors are ambiguous and disorganized in their various functions.

Results: 1) Responsibility for any loss due to damage or theft cannot be established except with great difficulty; 2) Considerable delay between operational phases; 3) Interference between workers in their operational tasks; 4) Unnecessary overtime.

RECOMMENDATIONS II: 1) Appointment of custodians and security guards as a check to the flow of traffic of men, equipment, materials needed for production and finished products for shipment; 2) Maintenance of receiving and shipping reports, inventories and records; 3) Rigid adherence to standardized procedures for operation and maintenance of equipment; 4) Strict adherence to all formulae prescribed by the Company on its official recipe for each bakery product. The Company should clearly define in kind and in quantity the required amount of each ingredient necessary to fill out a production order. Quality control demands this and it is a sad commentary to make on the company that there is no official recipe for their advertised products, much less a table to guarantee that the same quality can be produced on any quantity. Orientation and training programs should guarantee this. Responsibility for the establishment and coordination of these programs should be assumed by the Personnel Division.

FINDINGS III: There has been no intention, on the part of management, to look at its manpower needs also as a responsibility to recruit, hire, train and retain the employable or working disadvantaged. Outreach is limited to advertising in the newspapers and the local grapevine; placements are on a walk-in basis from current applications; orientation and training (OJT) do not adequately introduce the new worker to the company and his job; promotions are arbitrary and rare; incentives are nonexistent.

Results: Placement is not necessarily the hiring of the best suited person for the job and subsequent training (OJT) and/or orientation do not amount to a coordinated, thoroughly planned and supervised program. Turn-over is high due to haphazard assignment of tasks and because wages are not correlated to job performance; jobs are not classified according to skill levels, promotion is arbitrary in its evaluation guidelines and other criteria. Each job is a dead end.

RECOMMENDATIONS III: 1) Reorganization, consolidation and coordination of all personnel and human resources development in a fully-staffed Personnel Division which is to consist of at least a Personnel Director, an Assistant Personnel Director or Associate Analyst, an Interviewer and a Secretary-Typist; 2) Inauguration of a filing and retrieval system of relevant data and all applications to insure their efficient collection, organization, analysis and use for administrative, public relations and human resources development purposes; 3) The establishment of career ladders that admit steps within promotional grades so that wages could be concomitantly administered according to a uniform wage system; 4) Promulgation of incentives, differentials and goals.

FINDINGS IV: Lack of awareness and concern for cleanliness and order, inadequate lounge, cafeteria, lockers and toilet facilities. Uniforms were not clean or fresh.

Results: Insanitary conditions existed everywhere, including the area of food production.

RECOMMENDATIONS IV: 1) More toilet and washroom facilities; 2) More adequate cafeteria and lunchroom space; 3) Orientation and training programs for all employees in basic hygiene, in operational procedures which maintain sanitary conditions, in the effective use of cleaning equipment; 4) More locker space; 5) Contract uniforms to an outside company at the expense of the company.

FINDINGS V: There is too much manual contact with food and too many manual operations.

Results: Insanitary food preparations; poor quality and slow production.

RECOMMENDATIONS V: 1) Simplify manual operations to eliminate unnecessary manual contact with food; 2) Introduce automated machinery and equipment that would guarantee the same quality, freshness and wholesomeness of all bakery products.

The following 2 charts taken from that Report are entitled "Catalogue of Jobs" and "Job Classification and Wage Administration." These charts are included to give the reader an opportunity to view the inclusiveness of the manpower analysis approach adopted as an SUI operational tool.

CATALOGUE OF JOBS

> N.B.: The listing below follows the departmental sequence of the company's payroll and indicates at the head of each department the current number of employees in that section.
>
> Indented entries are alternate titles or a related classification. Proposed entry level positions or an upgraded classification are parenthesized.

	JOB TITLE		D.O.T. CODE NUMBER*
1.	SALES DEPARTMENT	(22)	163.118
	Sales Manager		292.358
	Route Salesman		
	- delivery man		
	- delivery truck driver, light		
	- route driver, routeman		
	- bakery wagon driver		
	(Salesman-Driver Helper)		(292.887)
	- routeman helper		
	(Lunch-Truck Driver)		(292.468)
	- catering truch operator		
	- lunch-truck operator		

2.	AUTO MAINTENANCE (4)	
	Auto Maintenance Foreman	620.131
	(Auto Mechanic)	620.281
	- garage mechanic	
	- garage repairman	
	- auto service mechanic	
	(Auto Mechanic Helper)	(620.884)
	- auto mechanic assistant	
	- mechanic helper	
	(Truck Mechanic Helper)	
	(Automotive-Maintenance-Equipment Serviceman)	(620.281)
3.	PLANT MAINTENANCE (7)	
	Maintenance Foreman	891.138
	Plant-maintenance man	899.281
	- factory maintenance man	
	Building maintenance man	899.381
	- building handyman	
	- maintenance mechanic	
4.	RELAY DRIVERS (9)	
	Relay Driver	905.883
	- truch driver, heavy	
	- delivery truch driver	
	(Relay Driver Helper)	(905.887)
	(Food Service Driver)	(906.883)
	- truck driver, light	
5.	SANDWICH DEPARTMENT, DAY SHIFT (16)	
6.	SANDWICH DEPARTMENT, NIGHT SHIFT (19)	
	Sandwich Department Foreman	920.137
	- leadman	
	- floorlady	
	Meat Patty Machine Operator	520.885
	- meat molder	
	Cook, Fry, Deep Fat	526.885
	Cook, Kettle	526.782
	Cook, Helper	318.887
	- kitchen helper	
	Sandwich Spread Mixer	520.885
	Sandwich Wrapper Hand	920.885
	Sandwich Wrapping Machine Operator	920.885
	Sandwich Packager	920.887
	Packing Line Attendant	920.887
	Carton Stapler	920.887
	Packaging Laborer	920.886
	Packaging Machine Adjuster	920.380

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*The jobs of 17 departments were catalogued in this fashion.

JOB CLASSIFICATION AND WAGE ADMINISTRATION

Job classification for the plant is presented here so that an equitable and sensible wage and salary administration can be implemented. The job title is listed that most closely relates to the Dictionary of Occupational Titles (DOT) listing. The DOT number follows each title. For example, the first title is "Sales Manager" and the DOT assigned to that title is 163.118. The DOT number is the key to computing how much an employee is compensated for his job. The more complex the job the lower the last three digits. For example, the Sales Manager is 163.118, the last three digits being .118. A hand sandwich wrapper is classified as 920.885, the last three digits being .885. The total of the last three digits for Sales Manager is 1+1+8=10.

The total of the last three digits of a DOT number is called a skill level code. The skill level code for Sales Manager is 10 (the total of the last three digits of the DOT 163.118). The skill level code for a hand sandwich wrapper is 21 (the total of the last three digits of the DOT 920.885).

A wage and salary administration change is based upon the skill level code of each worker at the company. A sensible and equitable system can be implemented based upon the analysis of jobs and the classification presented above. The following table is a listing of all the skill level codes identified at the company. These skill level codes have been assigned a grade level from 1 to 10.

SKILL LEVEL CODE	GRADE LEVEL
23 - 22	1
21 - 20	2
19 - 18	3
17 - 16	4
12	5
11	6
10	7
6	8
5	9
4	10

The leadman is a worker who is called supervisor or foreman under the present system. However, he is a worker who is classified according to the most skilled job in his department or unit. For example, the two sanitation supervisors are working leadmen who do the job of sanitors with additional supervisory responsibilities. However, their classification is identical to the sanitor, 381.887. The working foreman or leadman should be compensated for additional supervisory responsibilities.

The following table is a suggested wage scale for all workers from the entry level, lowest skilled, to the frontline supervisor. The grade levels are listed in the vertical column and the years of employment up to six years are listed across the horizontal. An example will illustrate the use of this and the previous table. A dough mixer is classified in the DOT as 520.782. The complexity of his job is represented by a skill level code found by adding the last three digits, .782 (7+8+2=17). The skill level code for a dough mixer is 17. The grade level for his job is 4.

If a man were hired as a dough mixer at grade level 4, his base pay (starting salary) would be $1.91/hr. After six months and a thorough evaluation of his performance, the worker is eligible for a 3% increase to $1.97/hr. If at the end of six years, the man is still a dough mixer, he might possibly earn $2.47/hr, depending upon job performance. However, during that six year period, this worker may have been upgraded to leadman in the mixing unit. If he were upgraded to leadman - assistant foreman or assistant supervisor - after three years with the company, he would be compensated for the additional responsibilities. This compensation would take the form of a promotion to at least the next grade level above his present level. Thus he would receive an increase to grade level 5 - at the end of the third year - from $2.28/hr to $2.42/hr.

ALTERNATE FIGURE INDICATES 50-HOUR WEEKLY EARNINGS

TABLE 1

GRADE	STEPS						
	BASE	1	2	3	4	5	6
1	1.60 80.00	1.65/82.50 1.70/85.00	1.75/87.50 1.80/90.00	1.85/92.50 1.91/95.50	1.95/97.50 2.01/100.50	2.03/121.50 2.05/102.50	2.07/103.50 2.09/104.50
2	1.70 85.00	1.75/87.50 1.80/90.00	1.85/92.50 1.91/95.50	1.97/98.50 2.03/101.50	2.07/103.50 2.13/106.50	2.15/107.50 2.17/108.50	2.19/109.50 2.21/110.50
3	1.80 90.00	1.85/92.50 1.91/95.50	1.97/98.50 2.03/101.50	2.09/104.50 2.15/107.50	2.19/109.50 2.24/112.00	2.26/113.00 2.28/114.00	2.30/115.00 2.32/116.00
4	1.91 95.50	1.97/98.50 2.03/101.50	2.09/104.50 2.15/107.50	2.21/110.50 2.28/114.00	2.33/116.50 2.37/118.50	2.39/119.50 2.42/121.00	2.44/122.00 2.47/123.50
5	2.03 101.50	2.09/104.50 2.15/107.50	2.21/110.50 2.28/114.50	2.35/117.50 2.42/121.00	2.47/123.50 2.52/126.00	2.55/127.50 2.57/128.50	2.60/130.00 2.62/131.00
6	2.15 107.50	2.21/110.50 2.28/114.00	2.35/117.50 2.42/121.00	2.49/124.50 2.57/128.50	2.62/131.00 2.67/133.50	2.70/135.00 2.72/136.00	2.75/137.50 2.77/138.50
7	2.28 114.00	2.35/117.50 2.42/121.00	2.49/124.50 2.57/128.50	2.65/132.50 2.72/136.00	2.77/138.50 2.83/141.50	2.86/143.00 2.89/144.50	2.92/146.00 2.94/147.00
8	2.42 121.00	2.49/124.50 2.57/128.50	2.65/132.50 2.72/136.00	2.80/140.00 2.88/144.00	2.94/147.00 3.00/150.00	3.03/151.50 3.06/153.00	3.09/154.50 3.12/156.00
9	2.57 128.50	2.65/132.50 2.72/136.00	2.80/140.00 2.88/144.00	2.97/148.50 3.05/152.50	3.11/155.50 3.17/158.50	3.20/160.00 3.17/158.50	3.26/163.00 3.29/164.50
10	2.72 136.00	2.80/140.00 2.88/144.00	2.97/148.50 3.05/152.50	3.14/157.00 3.23/161.50	3.29/164.50 3.36/168.00	3.39/164.50 3.43/171.50	3.46/173.00 3.50/175.00
SEMI-ANNUAL HALF-STEP		3%	3%	3%	2%	1%	1%
FULL-STEP INCREMENT VALUE OVER LAST STEP		6%	6%	6%	4%	2%	2%

The Consultant's concern for the company's comparative position within the local industry is reflected in the data presented in Appendix D to his Report.

Based upon this type of information and his analysis, the Training Consultant was in a position to assist the company in creating a mechanism for upward mobility and human resources development.

Manpower Analysis as it was practiced by Skill Upgrading, Incorporated became then a total social research of an organization's strategy and logistics as a means for determing its use/misuse of human resources so that the responsibility for their maximum utilization might be identified. It is designed to unravel the intricate workings of an organization in its management of people in terms of communication, leadership, hiring, training, retention and career development of all personnel, but especially the working disadvantaged inclusive of the organization's responsibility to the employable unemployed.[1]

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[1] For a more complete description of Manpower Analysis, see Apendix A.

APPENDIX D

JOB CLASSIFICATION	MERITA						COLONIAL						A & P					
	MIN. START RATE	PREM. PAY	N.S. DIFF.	BON-US	UNI-FORM	OTHER ALLOW	MIN. START RATE	PREM. PAY	N.S. DIFF.	BON-US	UNI-FORM	OTHER ALLOW	MIN. START RATE	PREM. PAY	N.S. DIFF.	BON-US	UNI-FORM	OTHER ALLOW
MIXER	2.16	*	.05	0	NOT FURNISH		2.46	OVER 8 HOURS IN DAY OR 40 HRS IN WEEK	.07	0	EMPLOYEES PAY INITIAL COST COMPANY PAYS LAUNDRY AND UP-KEEP		2.45	TIME & HALF OVER 40 HRS IN WEEK	.10	$25	FURNISHED	
OVEN OPERATOR	2.10	TIME AND HALF OVER 40 HRS	.05				2.46		.07				2.45		.10	"	"	
OVEN LOADER	2.10		.05				2.19		.07				2.18		.10	"	"	
WRAPPING MACHINE	1.97		.05				2.30 2.39		.07				2.38	"	.10	"	"	
MACHINE OPERATOR	1.92		.05						.07		"		2.08	"	.10	"	"	
PAN-O-MAT			.05						.07		"		2.08	"	.10	"	"	
FRYER/DIVIDER	2.05		.05				2.39		.07		"		2.38	"	.10	"	"	
INGREDIENT SCALER	1.92		.05				2.40		.07		"		2.32	"	.10	"	"	
LOCAL DRIVER TRUCK LOADER	1.72		.05				3.15 1.95		.07		"		1.94	"	.10	"	"	
JANITOR	1.72		.05				1.95		.07		"		1.94	"	.10	"	"	
THRIFT STORE OPER.	1.74	1.84	.05				NONE				"		NONE	"	.10	"	"	
SHIPPING CLERK	1.82		.05				2.19	2.33	.07		"		2.18	"		"	"	
MAINTENANCE MECH.	2.12		.05				2.74		.07		"		2.80	"	.10	"	"	
AUTO TRUCK MECH.	2.07		.05				NONE		.07		"		NONE				"	
MECHANIC HELPER	1.72		.05				2.29		.07		"		2.38	"	.10	"	"	
GENERAL HELPER	1.72		.05				1.95		.07		"		1.94	"	.10	"	"	
OTHER			.05						.07		"							
	MINUM. 1.75						MINUM. 1.95						MINUM 1.94					

*MERITA has two classes of employees insofar as overtime is concerned (Group 1 - works 8 hr - 40 hr week
(Group 2 - works 9 hr - 48 hr week

COLONIAL pays time and one half or hours in excess of 8 in each day

Employee Training

High Intensity Training

High Intensity Training (HIT) is the upgrading technique which SUI utilized during its manpower training and development activities in Baltimore. SUI contracted with employers to design upgraded jobs, to design and deliver training for employees to be upgraded and to develop employer capability to carry on the upgrading technique. HIT was employed in the plant during paid time with guaranteed promotions and raises.

Figure 2, High Intensity Training Program-Flow Network, is a graphic presentation of key events in the development of a HIT program. To familiarize the reader with how SUI employed

PHASE I: Preliminary Study of Organization

OBJECTIVES

1. Familiarization with overall organizational goals and functions.
2. Gain support of supervision.
3. Gain support of union representatives.

PHASE II: Job Task

OBJECTIVES

1. Perform a job task analysis of target ,
2. Select trainee group(s).
3. Select a company trainer.
4. Gain greater familiarity with organization.
5. Obtain increased commitment from supervision and union.

PHASE III: Curriculum Development

OBJECTIVES

1. Development of HIT curriculum.
2. Prepare trainees' and trainers' manuals.
3. Select skilled resource persons.
4. Orient skilled resource persons in training techniques.

PHASE IV: Training

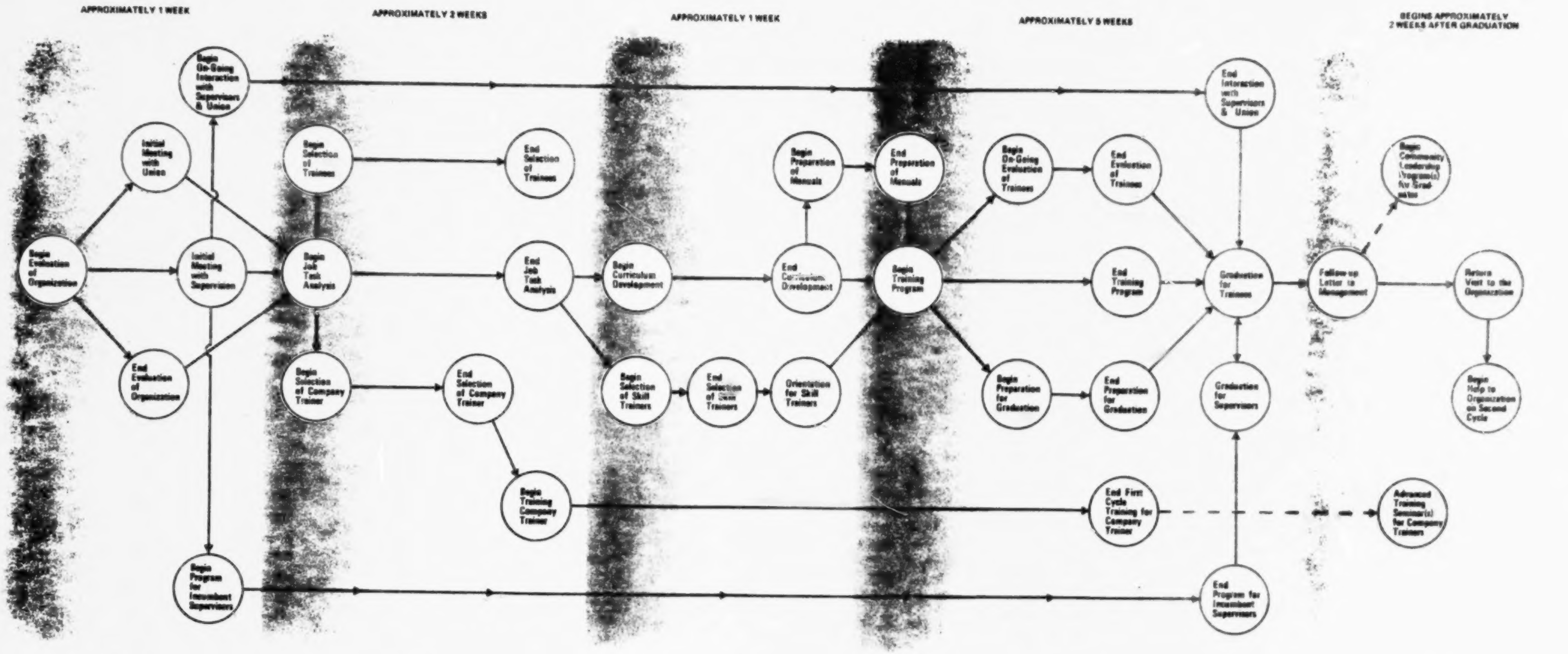
OBJECTIVES

1. Conduct training for underemployed workers.
2. Conduct training for supervisors.
3. Conduct on-going evaluation of all trainees.
4. Provide feedback to supervisors on progress of underemployed trainees.
5. Provide feedback to management on progress of supervisors.
6. Preparations for graduation.

PHASE V: Follow-Up

OBJECTIVES

1. Encourage and support management with second program.
2. Further the training of company trainers.
3. Develop the leadership skills of the upgraded workers and stimulate their interest in the community.


APPROXIMATELY 1 WEEK
APPROXIMATELY 2 WEEKS
APPROXIMATELY 1 WEEK
APPROXIMATELY 5 WEEKS
BEGINS APPROXIMATELY 2 WEEKS AFTER GRADUATION
Begin Evaluation of Organization
Initial Meeting with Union
Initial Meeting with Supervision
End Evaluation of Organization
Begin On-Going Interaction with Supervisors & Union
Begin Program for Incumbent Supervisors
Begin Selection of Trainees
Begin Job Task Analysis
Begin Selection of Company Trainer
End Selection of Trainees
End Job Task Analysis
End Selection of Company Trainer
Begin Training Company Trainer
Begin Curriculum Development
Begin Selection of Skill Trainers
End Selection of Skill Trainers
Orientation for Skill Trainers
End Curriculum Development
Begin Preparation of Manuals
End Preparation of Manuals
Begin Training Program
Begin On-Going Evaluation of Trainees
End Evaluation of Trainees
End Training Program
Begin Preparation for Graduation
End Preparation for Graduation
End First Cycle Training for Company Trainer
End Interaction with Supervisors & Union
Graduation for Trainees
Graduation for Supervisors
End Program for Incumbent Supervisors
Follow-up Letter to Management
Begin Community Leadership Program(s) for Graduates
Return Visit to the Organization
Begin Help to Organization on Second Cycle
Advanced Training Seminar(s) for Company Trainers

RESULTS

1. Adequate knowledge of organization to begin design of an HIT program.
2. Supervisors' support.
3. Union support.

RESULTS

1. Sufficient information on target job(s) to develop HIT curriculum.
2. Trainee group(s).
3. Company Trainer.
4. Increased knowledge of organization.
5. Increased commitment on part of supervision and union.
6. Awareness of program throughout organization.

RESULTS

1. Trainees' and trainers' manual complete with curriculum and supplementary audio-visual aids.
2. Scheduled sessions to be conducted by skilled resource persons.
3. Continued involvement of organization personnel and union.

RESULTS

1. Upgraded and motivated workers.
2. Improved supervisory force.
3. Extensive involvement of all levels of organization in upgrading training.

RESULTS

1. Second cycle program.
2. Leave organization with improved training capacity.
3. Commitment of organization to goals and philosophy of HIT.
4. Additional leadership for the community.

HIGH INTENSITY TRAINING PROGRAM - FLOW NETWORK

BEST AVAILABLE COPY

the HIT upgrading technique represented in the Flow Network and the expansion of this training concept into related areas, this section will describe:

A Contractual agreement with employers.

B The design of upgraded jobs.

C The design and delivery of training for employees to be upgraded.

D The development of employer capability to carry on the upgrading technique.

E Follow-up activities, including supervisory, company trainer and worker leadership seminars.

F The design and delivery of management and supervisory training and organizational development programs — a broader application of HIT to effect changes in organizational climate.

G Projections for future development and application of HIT, including: strategies of organizationl development; a one-organization application project for research and development in career mobility; industrial services training for public and private-sector training personnel; manpower development training in the state departments of employment security.

A Contractual Agreement With Employers

The marketing of SUI services was culminated in an agreement between the client employer and SUI. The contractual agreement with employers was embodied in the Letter of Agreement which follows in Figure 3. This agreement guaranteed promotions and raises for those trainees who successfully completed the in-plant HIT program.

The Letter of Agreement was not usually signed until the training consultant had completed the manpower analysis. The manpower analysis report specified the consultant's recommendations with regard to the design of upgraded jobs. After the employer accepted these recommendations, the specific elements of the Letter of Agreement were outlined, including the job title, the number of employees to be trained, the date for the inception of the training program, and the amount of salary increase.

LETTER OF AGREEMENT

TRAINING AGREEMENT between SKILL UPGRADING, INC. of Maryland

and ____ of
(Name of Company)

_____________________, _______________. A HIT

training program for ___________________________ will

be conducted in-plant at ______________________________
(Name and location of Company

beginning _____________, 197__. The manpower analysis

will begin on or about _____________________, 197__.

The course will begin on or about __________ weeks after the completion of the manpower analysis. (The length of the course and scheduling will be determined during the manpower analysis.)

SKILL UPGRADING, INC. agrees to:

A. Assign a Training Consultant to conduct an analysis of training needs in order to develop a High Intensity Training program.

B. Consult with management and the union during the analysis and training phase.

C. Interview and select potential candidates and submit recommendations for final class composition.

D. Assist management in the selection and training of an employee of the company in order to provide an on-going, in-house training capability.

E. Provide a training manual for each trainee, the company trainer (s) and two copies for management.

F. Provide management with a progress and evaluation report, at least twice during training, on each trainee prior to course completion.

G. Provide timely follow-up for the purpose of evaluation.

FIGURE 3

LETTER OF AGREEMENT, cont'd

__________________________ agrees to:
(Name of Company)

A. Raise the current salary from ________ (per hour) of each graduate to _______ (per hour), beginning the first pay period upon course completion. (A _____% salary increase.)

B. Provide each graduate with an upgraded position and the new job title of ______________________________
(official job title)
upon course completion.

C. Allow training to take place on company time and premises. (If training is given after trainee's regular work shift, each trainee will be compensated for overtime according to the personnel practices and/or union contract of the company.)

D. Make trainees available for all training sessions.

E. Provide refreshments, (e.g. coffee and donuts) for each training class session.

F. Provide the best available facilities for training (e.g. conference room, executive dining room, etc.)

G. Assist SKILL UPGRADING, INC. in advising the union about the program.

H. Provide SKILL UPGRADING, INC. with periodic job performance evaluations on each trainee during the program. (Forms to be supplied by SKILL UPGRADING, INC.)

I. Support training program and enlist the support of all supervisors and managers involved with the Program.

It is understood that prior to the first class, the course starting date can be changed by mutual consent without altering the other parts of this agreement.

Signed this _______________ day of __________ ________, 197_.

SKILL UPGRADING, INC.

____
(Name of Company)

____
(Authorized Signature)

____
(Authorized Signature)

____
(Title)

____
(Title)

FIGURE 3 Concluded

Although the objective of the contractual agreement with the employer involved guaranteed promotions and raises, an SUI follow-up study[2] showed that 23.4 per cent of a group of 94 workers completing HIT in eight organizations had not been promoted. Among the group not upgraded were seven workers having a seniority provision requirement; fourteen were from a Baltimore hospital where the administration did not comply with the terms of the Letter of Agreement. Another worker refused to do the job because of fear of the machinery which he was trained to operate. Table 1 shows the jobs held by HIT trainees three months after training.

TABLE 1

JOBS HELD BY HIT TRAINEES THREE MONTHS AFTER TRAINING

JOBS HELD	TRAINEES	
	NUMBER	%
SAME JOB AS BEFORE TRAINING	22	23.4%
TARGET JOB (Job for which training was given)	68	73.4
HIGHER JOB THAN TARGET JOB	4	4.1
TOTAL	94	100%

---

[1] Cf. Richard P. Nadeau, *The Worker Three Months After High Intensity Training*, SUI, December 31, 1969.

Among the group studied in the follow-up, most trainees were found to have received the guaranteed raise. The average increase was 21 cents an hour. The typical trainee went from $2.13 an hour before training to $2.34 afterwards, an average of $8.40 weekly salary increase per 40 hours worked. Projected on a 52-week work year, this amounts to an increase of $436.80. Thus, the contractual agreement with the employer resulted in an annual gross income increase from $4430.40 to $4867.20 for the typical HIT trained worker. Table 2 shows the pre-training and post-training wages of the trainees reported in the study.

TABLE 2

PRE-TRAINING AND POST-TRAINING WAGES OF TRAINEES

WAGES	PRE-TRAINING		POST-TRAINING	
	NUMBER	%	NUMBER	%
UNDER $1.50	13	(13.1%)	9	(9.1%)
$1.51-1.75	30	(30.3%)	8	(8.1%)
$1.76-2.00	12	(12.1%)	25	(25.3%)
$2.01-2.50	21	(21.2%)	17	(17.2%)
$2.51-2.75	11	(11.1%)	24	(24.2%)
$2.76-3.00	2	(2.0%)	5	(5.1%)
$3.01-3.50	5	(5.1%)	5	(5.1%)
$3.51-3.75	1	(1.0%)	1	(1.0%)
$3.76-4.00	1	(1.0%)	2	(2.0%)
$4.00	3	(3.0%)	3	(3.0%)
TOTAL	99	100%	99	100%

B The Design of Upgraded Jobs

After completion of the manpower analysis, the training consultant submitted with his report a proposal which included the design of the upgraded job. Since upgrading is a technique used in human resources development, the training consultant analyzed the job tasks to determine:

a) What was involved in doing it
b) How it was done
c) Why it was done and
d) With what skills.

In the process of analyzing jobs, the consultant was often in a position to evaluate the relation between job functions and made proposals for job development in terms of restructuring.

While analyzing job tasks, the training consultant analyzed personnel and evaluated them in terms of staff development. In the process, he studied the company's outreach, screening, placement and career development activities.

The scope of the analysis included workers and management at all levels of the organization. Although upgraded jobs were designed to include only line functions, the development of human resources at this level was possible only within the scope of total staff development. Management decisions effecting outreach, screening, placement and career development strike at the heart of the upgrading process. The latter parts of this section will describe how problems at management levels were dealt with through training.

Figure 4 shows the upgraded jobs designed in various Baltimore organizations. Jobs listed in this Figure with an (*) are those restructured by the training consultant.

FIGURE 4

UPGRADED JOBS DESIGNED IN BALTIMORE ORGANIZATIONS

ORGANIZATION	TRAINEE RECRUITED FROM	TRAINEE UPGRADED TO
1. Public School System	Part time food service helper	Permanent Food Service Helper
2. Public School System	Various unskilled positions	2nd Class Glazier*
3. Hospital	Group leader	Supervisor
4. Hospital	Various non-supervisor positions	Supervisor-Food Service*
5. Rubber Mfg.	Lab. Technician	Sr. Lab. Technician*
6. Meat Process-	Hand packer	Scalers, Stuffers, Chub Machine Oper.
7. Hospital	Nurse asst. trainee	Nursing Assistant I
8. Retail Warehouse	Checker, marker, stock clerk	Assistant Section Supervisor*
9. Box Mfg.	Various hand feeding-off-bearing	Machine Operator and Setter
10. Hospital	Various non-supervisory positions	Supervisor-Food Service

FIGURE 4 Concluded

ORGANIZATION	TRAINEE RECRUITED FROM	TRAINEE UPGRADED TO
11. Hospital	Pharmacy clerk	Pharmacy Technician III*
12. Hospital	Entry housekeeping asst.	Housekeeping Asst. II
13. Shoe Mfg.	Various hand assembling	Sewing Machine Oper.*
14. Bakery	Laborer	Oven Operator-Mixer
15. Box Mfg.	Various Production	Leadman*
16. Box Mfg.	Various	Sheet Catchers-off Bearing
17. Silver Mfg.	Various Entry	Apprentice
18. State Psychiatric Hospital	Entry Psychiatric	Senior Psychiatric Aide*
19. Retail Store	Various lead positions	Supervisor
20. Dairy Foods Production	Driver	Route Salesman

In the training consultant's job analysis for various sewing machine operations (no. 13 above), he prepared a job breakdown on general maintenance functions. Figure 5 is a result of his task analysis in this area.

FIGURE 5

MAINTENANCE BINDING MACHINE

1. "Oil machine twice daily. Once at midday and once at end of shift.

FIGURE 5 Cont'd

a. Use commander "C" oil. Do not use thread oil or light weight oil.

b. There are 28 separate oiling places to oil. Each is important. Oil them. See Charts.

c. Turn off machine when lubricating.

2. Clean your machine thoroughly at the end of the shift.

a. Clean exterior of machine with dry clean cloth.

b. Remove cylinder cover and bobbin, with small brush, clean all accumulated lint, dirt, etc. from throat plate, hook and bobbin case.

c. With counter dusting brush clean work table and surrounding area.

d. Turn off machine while cleaning.

3. Exchanging the needle.

a. Be sure you have the proper size needle. 135x1x18 for #24 thread or 135x1x16 for #30 thread. Check this each day before starting to sew.

b. To exchange bent, broken or used needle, turn the hand wheel toward you until the needle bar moves up to its highest point. Loosen the set screw in the lower end of the needle bar and put the needle up into the bar as far as it will go, with the long groove of the needle toward the right and the eye directly in line with the arm of the machine, then tighten the set screw.

4. Threading machine and needle.

a. Make certain you are using the proper size of thread according to specifications.

b. (See attached chart for the following):
Take the end of the thread and from right to left through the upper hole (1) in the pin on top of machine, down and from back to front through the lower hole (2) in the pin, to the left and downward through the thread eyelet (3) down and from left to right through the hole (4) over toe top into the thread retainer (5) down under from right to left between the tension disc (6) up into the fork (7) above the tension disc, into the hook of the wire guide (8) up and from right to left through the

FIGURE 5 Cont'd

hole (9) in the end of the thread take-up lever, down through the wire guide (10) through the wire guide (11) through the hole (12) in the lower end of the needle bar and from right to left through the eye of the needle (13) draw about three inches of thread through the eye of the needle.

5. Winding the bobbin.

   a. Make certain you are using the proper size thread according to specifications.

   b. To wind the bobbin, place the bobbin on the bobbin winder spindle and push it on as far as it will go. Pass the thread down through the thread guide (1) in the tension bracket, around the back and between the tension disc (2) then wind the end of the thread around the bobbin winder pulley over against the machine belt and start the machine. When sufficient thread has been wound upon the bobbin, the bobbin winder will stop automatically.

6. Check stitches per inch.

   a. Determine number of stitches per inch according to specifications.

   b. Number of stitches per inch is regulated by thumb screw at the right of hand wheel. The number showing in the notch on the hand wheel denotes number of stitches.

7. Exchange bobbin and thread bobbin case.

   a. Remove the bobbin by drawing out the cylinder cover at the left end of the bed of the machine. Insert the thumb nail of the left hand under the latch (a. Fig. 5) and push the latch to the left to open it, then lift out the bobbin. Do not use scissors or screwdrivers.

   b. Replace the bobbin by taking the bobbin in the left hand with the thread drawing on top toward you and place it on the center stud. (a. Fig. 7) of the bobbin case then draw the thread into the notch (1. Fig. 8) and close the latch as shown in Figure 8. Next, draw the thread up and over the bobbin case (2. Fig. 9) toward the back of the machine and let it rest there. Then with the left hand hold the end of the needle thread, leaving it slack from the hand to the needle. Turn the balance wheel over toward you until the needle moves down and up again to its highest point, thus catching the

FIGURE 5 Concluded

bobbin thread; draw up the needle thread and the bobbin thread will come up with it through the hole in the needle plate as shown in Fig. 10. This will draw the bobbin thread into the tension spring on the bobbin case. Lay the threads back under the presser foot and replace the cylinder cover on the end of the bed.

c. Bobbin should not be over wound.

d. A drop of oil should be put on the bobbin case and hook race each time the bobbin is exchanged.

8. Check the quality of the stitch.

a. The needle and the bobbin thread should be locked in the center of the thickness of the material. Try on scrap material.

b. If needle thread tension is too tight, the needle thread will lie on top surface of material. Decrease pressure on tension disc or increase tension on bobbin case tension string.

c. If bobbin thread tension is too tight, the bobbin thread will lie on bottom surface of material. Reverse tensions in item B.

d. Be your own inspector. Perform only top quality work.

9. Inserting binding.

a. Be sure binding is proper width according to specifications.

b. Be sure piston is correct size for binding.

c. With scissors, cut the end of the binding on a taper so that it comes to a point on one side.

d. From right front of machine, making sure that fold of binding is toward you, with right hand insert the tip of the binding into the piston, thread the binding, through the piston and with left hand pull about three inches of binding straight back away from you."

The consultant's analysis of jobs and personnel resulted in his recommendation with regard to the content of training.

Job breakdowns such as the above were completed on each skill element (*) listed below:

..Welcome and Orientation
..History of the Company
..Employee Benefits
..Policies and Procedures
..Duties and Responsibilities
..Safety Practices and Procedures *
..Quality Control
..Money Management
..Introduction to the Sewing Machine
..Machine Maintenance *
..Standard Operational Equipment
..Securing and Separating Materials *
..Preparing Machine for Operation *
..Introduction to stitching *
..Communications
..Binding *
..Stitching Counters *
..Joining Vamps and Quarters *

In the process of designing an upgraded job for assistant section supervisors (no. 8 in Figure 4), the training consultant involved management and supervisory personnel. He asked them to complete the questionnaire shown in Figure 6. In developing the position description, he analyzed this source of data as well as other data pertaining to personnel.

SKILL UPGRADING, INCORPORATED

SUPERVISORY QUESTIONNAIRE

NAME______________________________ DEPARTMENT__________________

1. This questionnaire is designed to help you tell us about the activities of the first-line supervisor that should be taught in a supervisory training program.

   After some careful thought about each item, place an "X" in column _____

   1 - (Need to know) subjects a supervisor should know now and should be included in this program.

   2 - (Wants to know) subjects a supervisor should know eventually and should be included in a future program.

   3 - (Nice to know) subjects with which a supervisor should be familiar, and which will add to his growth and development in the future.

   Directions for columns 4 and 5 will be given at the end of the questionnaire. Do not mark these columns until you have completed the first three columns.

FIGURE 6

FIGURE 6 Cont'd

	1	2	3	4	5
SUBJECTS	Need to Know	Wants to Know	Nice to Know		
A. Equipment Used in Unit					
1. How it works					
2. How to take care of it					
3. How to get it repaired					
4. How to replace					
5. Use of Facilities and Services function (Plant Eng., Tool Shop, etc.)					
6. Other (Specify and check appropriate column to right)					
B. Materials and Supplies					
1. How to obtain					
2. Standards for accepting or rejecting materials					
3. Storing materials					
4. Method for supplying materials to employee					
5. Inventory					
6. Use of Materials control function					
7. Use of Materials Handling function					

FIGURE 6 Cont'd

8. Use of Purchasing function					
9. Use of Office Services function					
10. Other (Specify and check column to right)					
C. People					
1. How to requisition employees					
2. Inducting the new employees					
3. Instructing employees					
4. Administration of Company Policy					
5. Administration of Union Contract					
6. How to utilize employees					
7. How to build morale					
8. Protecting Health (Safety)					
9. Use of Personnel function					
10. Use of Payroll function					
11. Basic knowledge of jobs supervised					
12. Paperwork for Personnel and Accounting					
13. Other (Specify and check column to right)					

FIGURE 6 Cont'd

D. Quantity					
1. How schedules are set (importance of)					
2. How individual production rates are set					
3. How to schedule use of equipment					
4. How to handle change-over of product					
5. Understanding records (Schedules)					
6. Application of Time Study and Methods Principles					
7. Keeping records and making reports					
8. Use of production control function					
9. Other (Specify and check column to right)					
E. Quality					
1. How quality standards are set					
2. Determining quality performance					
3. Solving quality problems					
4. How to read quality reports					

FIGURE 6 Cont'd

5. How to keep quality records					
6. Use of Quality Control function					
7. Use of engineering know-how					
8. Other (Specify and check column to right)					
F. Costs					
1. What "Standard Costs" are					
2. How Standard Costs are established					
3. Records and reports					
4. How to control costs					
5. Methods of reducing costs					
6. Use of Accounting function					
7. Other (Specify and check column to right)					
G. Basic Information					
1. Purpose of product or service produced by unit					
2. How this product or service operates					

3. Scope and limit of first-line supervisor's authority					
4. First-line superivor's responsibilities as part of management					
5. Tour of plant					
6. Other (specify and check column to right)					

II. Look over the list of activities and decide which ten are the most important. Place an "X" in Column 4 beside those ten subjects which are most important for the new supervisor to know before he enters upon his new responsibilities.

III. Please indicate those subjects which you feel should be treated by you on a man-to-man basis rather than in group classroom sessions by placing an "X" in Column 5 beside each of these subjects.

FIGURE 6 Concluded

Figure 7, Nomination for HIT Program, is another tool which the consultant employed to gather data to design the assistant section supervisor position. The analysis of this information enabled the consultant to measure supervisor and manager perceptions of candidates for the training program and scope of the new job. He also relates this data to his observation of and interviews with personnel to be upgraded.

FIGURE 7

SKILL UPGRADING, INCORPORATED
NOMINATION FOR THE HIGH INTENSITY SUPERVISORY DEVELOPMENT TRAINING PROGRAM

NAME OF NOMINEE____

DEPARTMENT____________________ PRESENT JOB TITLE________________

RATINGS ON QUALITIES SIGNIFICANT IN PREDICTING SUPERVISORY SUCCESS

Please indicate your rating of each quality by putting a check mark after the adjective which you believe most nearly answers the question asked. Comment on why you answered the question as you did.

MOTIVATION, ambition, family backing: a person who does not have strong desire to get ahead, and who does not have encouragement and cooperation from his family will seldom make a good supervisor. To what extent does the nominee have this motivation, ambition, and family backing?

UNSATISFACTORY_____FAIR_____GOOD_____SUPERIOR_____OUTSTANDING_____

COMMENT:____

____

HEALTH AND ENERGY: regular attendance, ability to work long hours when necessary, and sustained enthusiasm are all essential to success, and good health plays an important part in all of these. To what extent does the nominee have the necessary health and energy?

UNSATISFACTORY_____FAIR_____GOOD_____SUPERIOR_____OUTSTANDING_____

COMMENT:____

____

PERSONAL APPEARANCE AND MANNER: a supervisor should have something about his personal appearance and manner which encourages confidence in his ability. To what extent does the nominee have this quality?

UNSATISFACTORY_____FAIR_____GOOD_____SUPERIOR_____OUTSTANDING_____

COMMENT:____

____

FIGURE 7 Cont'd
NOMINATION FOR THE HIGH INTENSITY
SUPERVISORY DEVELOPMENT TRAINING PROGRAM -

PERSUASIVENESS: the ability to win people over to his way of thinking without using his authority to "give orders" is an important component of leadership. It requires enthusiasm, tact and convincing manner. To what extent does the nominee possess these qualities?

UNSATISFACTORY_____FAIR_____GOOD_____SUPERIOR_____OUTSTANDING_____

COMMENTS:____

FRIENDLINESS: to be a good supervisor, one should, by nature, like people and be interested in helping them with their problems. To what extent does the nominee show this quality on the job?

UNSATISFACTORY_____FAIR_____GOOD_____SUPERIOR_____OUTSTANDING_____

COMMENTS:____

ABILITY TO TEACH: a large part of every supervisor's work is teaching and he must do this part well or he is not a good supervisor. How do you rate the nominee's ability to teach?

UNSATISFACTORY_____FAIR_____GOOD_____SUPERIOR_____OUTSTANDING_____

COMMENTS:____

INITIATIVE: this is the capacity for assuming responsibility and for starting and doing things. It requires courage, self confidence, decisiveness, and usually a reasonable degree of constructive inventiveness. To what extent does the nominee possess these qualities?

UNSATISFACTORY_____FAIR_____GOOD_____SUPERIOR_____OUTSTANDING_____

COMMENTS:____

FIGURE 7 Cont'd

NOMINATION FOR THE HIGH INTENSITY
SUPERVISORY DEVELOPMENT TRAINING PROGRAM

THOROUGHNESS: this is not a spectacular quality, but a few if any qualities are more essential to success as a supervisor. The supervisor must plan the work of his department carefully, being sure that no essential detail is overlooked. And he must regularly get all pertinent information before he acts. To what extent does the nominee show thoroughness in his work?

UNSATISFACTORY_____ FAIR_____ GOOD_____ SUPERIOR_____ OUTSTANDING_____

COMMENTS:

COOPERATIVENESS: there is no room in business organization for the supervisor, no matter how capable otherwise, who will not cooperate with other departments, or for the supervisor who takes the attitude that it is not necessary for him to comply with safety rules, labor laws, or company policies. To what extent does the nominee show a spirit of cooperativeness?

UNSATISFACTORY_____ FAIR_____ GOOD_____ SUPERIOR_____ OUTSTANDING_____

COMMENTS:

ABILITY TO LEARN QUICKLY: an alert mind, capable of learning new methods quickly is essential. To what extent does the nominee possess this quality?

UNSATISFACTORY_____ FAIR_____ GOOD_____ SUPERIOR_____ OUTSTANDING_____

COMMENTS:

LANGUAGE FACILITY: the ability to express himself clearly and without having to hesitate while he searches for the right words is important to success as a supervisor. To what extent does the nominee possess this ability?

UNSATISFACTORY_____ FAIR_____ GOOD_____ SUPERIOR_____ OUTSTANDING_____

COMMENTS:

NOMINATION FOR THE HIGH INTENSITY
SUPERVISORY DEVELOPMENT TRAINING PROGRAM

JOB SKILL: how would you rate the nominee's skill as a workman?

UNSATISFACTORY_____FAIR_____GOOD_____SUPERIOR_____OUTSTANDING_____

COMMENTS:____

____

____

JOB KNOWLEDGE: a supervisor should have a broader technical knowledge than is needed by just a good workman. To what extent does the nominee possess this knowledge?

UNSATISFACTORY_____FAIR_____GOOD_____SUPERIOR_____OUTSTANDING_____

COMMENTS:____

____

____

EMOTIONAL STABILITY UNDER PRESSURE: the good supervisor must be able to "take things as they come" without letting them discourage him or cause him to lose his temper. And he must not let his personal likes and dislikes of people influence the way he treats them. To what extent does the nominee control his emotions?

UNSATISFACTORY_____FAIR_____GOOD_____SUPERIOR_____OUTSTANDING_____

COMMENTS:____

____

____

SELF-IMPROVEMENT ON OWN INITIATIVE: what courses in night school, or in other ways has the nominee taken, and in what other ways has he tried to prepare himself for promotion?

____

____

____

____

RATER:________________________________DATE:____________________

When this form is completed, please return it personally or in a sealed envelope to the SUI TRAINER.

FIGURE 7 Concluded

This description of the design of upgraded jobs has given the reader an overview of:

1) how manpower analysis was used to design jobs
2) which upgraded jobs were designed during SUI's initial operations
3) some specific examples of course content proposals and job and personnel analysis tools

C. The Design and Delivery of Training for Employees to be Upgraded

After the training consultant had designed an upgraded job, he developed a HIT program to train employees for that job. The design of training as shown in Figure 2, HIT Program - Flow Network, Phases III - IV, includes the following elements:

1) selection of trainees
2) selection of a company trainer
3) development of HIT curriculum
4) preparation of training manuals for trainees and trainers
5) selection and orientation of skilled resource persons

These elements of training design completed, the training consultant delivered the HIT program. Phase IV shown in Figure 2, HIT Program - Flow Network includes the following elements:

1) conducting training

2) conducting on-going evaluation of trainees
3) providing feedback to superiors on the progress of their subordinates in training
4) preparation for graduation

The HIT program was generally designed in the following way:

...training sessions of 2 hours duration, with 4 sessions per week for 5 weeks - a forty hour design, although modified as needed

...an appropriate integration of skill and social curriculum units as well as units of a general nature pertaining to such knowledge as company history, benefits, and safety.

Training Design

1) Selection of Trainees

Trainees to be upgraded were selected in one of two ways:

1) the employer selected the trainees himself
2) the employer provided a group of nominees whom the training consultant would interview. He in turn would then recommend certain nominees to the employer who would then make a selection on the basis of these recommendations.

One week before the beginning of training, the trainees and their supervisors were notified of class composition. Those not selected were also notified of that fact and, at the same time, reminded of future HIT programs in which they might participate.

394 low-skill/low-wage workers have been selected for training in HIT programs. 214 completed first cycle programs (the initial HIT program conducted by the SUI training consultant). 20 trainees did not complete training, the usual reasons being illness, lack of progress, or termination from the company. 177 trainees completed second cycle programs (the HIT program repeated by the company trainer, also referred to as the multiplier effect).*

2) Selection of Company Trainer

For each HIT program, the employer assigned a company trainer who would learn to conduct the program and repeat it as often as the company need arose. In theory, the SUI training consultant was to assist the employer in making an appropriate selection of a company training person. This person would be a key element in the development of a training mechanism for upgrading. However, in practice, the employer invariable made the assignment without consultation with SUI. In few instances, the company trainer became a valuable element in further upgrading efforts. In many cases, the employer assigned a company trainer who was most dispensable in the operations of the organization.

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*Cf., Appendix B, Summary of Training Programs

There were four HIT programs which have been repeated. The following Table 3 shows how the multiplier effect occurred in certain organizations.

TABLE 3

MULTIPLIER EFFECT-SECOND CYCLE HIT PROGRAMS

ORGANIZATION	NO. PROGRAMS	NO. TRAINEES	HIT PROGRAM	COMPANY TRAINER
Johns Hopkins Hospital	5	61	Supervisor	Coordinator of Training: extensive experience in training primarily in the Armed Services
Johns Hopkins Hospital	6	94	Nursing Assistant I	Nurse: extensive experience in nursing education
Baltimore City Public Schools	1	16	Food Service Helper	Professional teacher in home economics
Johns Hopkins Hospital	1	6	Pharmacy Tech. III	Assistant Director of pharmacy services - a pharmacist

Of the seventeen organizations in which HIT programs were conducted, only two found it desirable or were capable, as the case may be, of conducting second cycle training. As the above table shows, in each instance where the HIT program was repeated, the company trainer had either previous training experience or was a professional who, although lacking previous training experience, had extensive formal education.

Unfortunately, the analytical design did not provide questions about or answers to the problems of selecting and developing company trainers. Hindsight provides only scattered data about the selection process and its relationship to multiplying upgrading programs and developing in-plant training mechanisms. The final part of this section on Services Provided deals with projections for future development. Recommendations are made there with regard to the development of the employer's training mechanisms for upgrading.

3) Development of HIT Curriculum

The training consultant, in developing a HIT program for an employer, tailored the curriculum to meet the specific objectives and needs of the client organization.

The HIT concept includes what has been called an ergonomic approach. This means that training objectives are identified in such a way as to include the development of the whole man. This ergonomic approach means that the training of low-skill, low-wage workers addresses itself to a life space which includes home, community and work.

The HIT curriculum was designed to train the worker in

1) job skills and knowledge
2) general knowledge about his company

3) human relations and communication skills
4) knowledge of his community including services available and opportunities for involvement and self-development.

Table 4, sample HIT Curricula, shows how these elements were interwoven in a variety of HIT programs.

TABLE 4

HIT CURRICULA

2nd Class Glazier	Supervisor	Scalers, Stuffers and Chub Mach. Oper.	Senior Lab Technician
1. Welcome & Orientation	Welcome & Orientation	Opening Ceremonies	Welcome & Orientation Company History and Benefits
2. What is glazing (Overview) Employee Benefits	What is Good Supervision	The History of the Co. Employee-Union Benefits	Instructions on the Mooney Viccometer Machine
3. Duties & Responsibilities, Policy & Procedures	Personnel Policies & Procedures	Policy & Procedure Duties & Responsibilities	Instructions on the Jolley Balance Machine
4. Safety Practices & Procedures - Cleaning	Job Problems & Complaints	Safety Practices & Procedures	Preparation of Gravity Jar, Specific Gravities
5. Review of Week's Activities, Tools of the Trade	Employee Appraisals	Quality Control	Instructions on the Mill Machine, Leadership Orientation
6. Tools of the Trade	Review & Evaluation	Perception & Attitudes	Instructions on the Banbury Machine Cement Can Mixer
7. Handling & Caring for Tools, Evaluation of OJT & Review	Communication: The Art of Talking with People	Scaling Techniques 1 Hour Theory 1 Hour Lab	Money Management Legal Aid
8. This is Sash	Concept of the Self: Theory	Review Communication Skills	Instructions on the Ross Flexer Machine

HIT CURRICULA - TABLE 4 Cont'd

GLAZIER	SUPERVISOR	SCALER	LAB
9. This Glass (Types Uses, Cutting) Tour of Glass Shop	Concept of the Self: Practical Application	Stuffing Techniques 1 Hour Theory 1 Hour Lab	Review & Evaluation Personal Growth
10. Money Management (The Poor Pay More)	What Makes Employees Happy?	Stuffing Techniques Continued	Instruction on the Abrasion Machine
11. Review This is Glazing	Employee Development	Evaluation & Discussion	Instructions on the Press Machine
12. Top to Bottom	Leadership & Motivation	What is in a Name? (H. G. Parks)	Instruction on the Scales, Self-Help Housing
13. Bottom to Top	Black/White Issues: Race Relations	This is the Chub Machine 1 Hour Theory 1 Hour Lab	Review & Evaluation The Hardness Machine The Oven
14. Where to Find Help Evaluation of OJT and Review	Review & Evaluation	The Chub Machine Operator 1 Hour Theory 1 Hour Lab	Instructions on the Tensil Machine
15. Overall Review	Goal Setting: The Effective Kitchen	Why a Chub Machine Team 1 Hour Theory 1 Hour Lab	The Low Compression Set
16. Perception & Attitudes Money Management	Delegation of Responsibility	Black/White Issues	The High Compression Set
17. Who are They?/Face the Issue of Black and White	Overview of the Kitchen Part I	Review	Review & Evaluation Community Awareness

HIT CURRICULA - TABLE 4 Cont'd

GLAZIER	SUPERVISOR	SCALER	LAB
18. How to Take Exams. Civil Service Commission	Overview of the Kitchen: Part 2	The Self-Concept	Instructions on the Rheometer Review: Social Curriculum
19. Where to From Here... Glaziers?	Equipment	Evaluation On Our Way/Educational Assistance	Review of Skill Training
20. Graduation	Quality Control	Graduation	Trainee Evaluation of HIT Program Graduation
21.	Sanitation Refuse Removal		
22.	Job Conference: To Discuss Job Requirements		
23.	Graduation		

The following Figure 8, a HIT Program For Pharmacy Technicians III, is a course summary and a program agenda. This material will give the reader some idea of how a complete curriculum was planned to reflect the training objectives established in the design of the upgraded jobs. The reader will also notice that sessions on job skills and company knowledge are led by company personnel and that other sessions are led by the SUI training consultant. The company trainer in this program was the Assistant Director of Pharmacy Services as previously stated. The reader will also note that this HIT program was of 53 hours duration.

FIGURE 8

A HIGH INTENSITY TRAINING PROGRAM FOR PHARMACY TECHNICIAN III

COURSE SUMMARY

The purpose of this course is to train employees of the Johns Hopkins Hospital and to upgrade them to the position of Pharmacy Technician III. Through High Intensity Training, the workers will learn the skills and knowledges necessary to assume the responsibilities of a Technician III in the Department of Pharmacy Services upon completion of the program.

The trainees will be introduced to the skills of Pharmacy Technician III during three instructional units:

1. General Knowledges and Skills
2. Technical Skills
3. Human Relations Skills

The skills learned in class will then be applied and reinforced through on-the-job training which will be conducted concurrently with in-class training. Thus, through a program of in-class learning combined with on-the-job training, the trainees will be brought in a short period of five weeks to a point where they are capable of assuming the responsibilities of Pharmacy Technician III.

To achieve the purpose of this program, a curriculum has been developed, a summary of which follows:

COURSE SUMMARY - FIGURE 8 Cont'd

General Knowledge and Skills

Session 1: Welcome and Orientation

During this session, the trainees will receive a warm welcome to the HIT program. The staffs of both Skill Upgrading, Inc. and The Johns Hopkins Hospital will welcome the trainees and orient them to the objectives of training as well as the goals of the Hospital and the Department of Pharmacy Services.

Session 2: Introduction to the Pharmacy and Pharmacy Personnel

This session is designed to enable the trainees to learn how the pharmacy fits into the entire operations of the hospital, what are the principle functions of the pharmacy, and what each individual member of the pharmacy team does within the pharmacy, as well as how the pharmacy relates to the nursing units.

The second half of this session will deal with an Overview of the Course and the Pharmacy Technician III Position. The purpose of this part of the second session is to explain to the trainees what they will be required to learn in terms of the responsibilities of the Pharmacy Technicians III position. The trainees will be given a tour of the pharmacy with a special emphasis on the areas in which the Technician III works.

Session 3: Introduction to Pharmacy Nomenclature

As a prerequisite to learning the skills of the technician, the trainee must have a basic knowledge of terms commonly used in the Pharmacy. The nomenclature to be learned comes from such areas as drugs, abbreviations, equipment and tools, weights and measures. An introduction to pharmacy nomenclature will provide the trainees with the necessary signs and symbols for learning the skills of the technician.

Session 4: Weights and Measures

The purpose of this session is to enable the trainee to learn the common mathematical operations necessary to performing the technician task in the In-patient, and Out-patient pharmacies. This is an introduction to Pharmacy metrology; the procedures taught here will be reinforced throughout the program, both in-class and on-the-job. A sound, workable knowledge of basic pharmacy math is crucial to upgrading the skills of the technician trainee.

Session 5: Reading the Drug Requisition

In this session, the trainees will be taught the purposes of the three different types of drug requisitions received in the pharmacy. The differences will be explained between the types of labels used, and why the labels are different. The format used in typing the labels will be taught. In reading the drug order, the trainee will need to be familiar with drug nomenclature. Typing labels depends upon the ability to read the drug requisition and to interpret the three different types of drug requisitions.

Use of the Drug Formulary: During this part of Session 5, the trainees will learn the format and use of the Drug Formulary. A description of the purpose of the formulary, why it is used in the hospital, how it was made and developed will be given. The drug formulary is to become the trainees' bible during this whole training period. A working knowledge of the drug formulary is a pre-requisite to successfully doing the job of the Pharmacy Technician.

Session 6: Typing Labels

In this session, the trainees will learn the 3 different types of labels, and how they are to be typed. This is a most important session because all work done in the pharmacy and sent to the floors is communicated by means of the label. The Technicians during this session will practice typing the various types of labels. As with all skill training sessions, what the trainees learn in class will be applied on-the-job. The trainee in this session is prepared to work in areas typing labels, and will have a working knowledge of the types of labels and the format to be followed.

Session 7: Motivation Theory

The development of the employee depends not only upon his job skills but also upon the attitude with which he does his job. In this session motivation theory will be learned by the trainees so that they can apply theory of motivation to their job practice. A highly motivated Pharmacy Technician III will be an invaluable asset to the hospital pharmacy. This session will provide the trainees with a knowledge of the psychology of motivation so that they in fact can examine their own motives and restructure their own attitudes. Motivation theory is utilized throughout the entire training program in class setting and as well as in on-the-job training so that this is not an isolated topic, but one which permeates the entire training program.

Session 8: Introduction to the In-Patient Pharmacy

This session is designed to teach the trainees the difference between the in-patient pharmacy and the other pharmacy areas. The relationship of the in-patient pharmacy to the rest of the hospital, and how it served the people on the wards will be explained. The various stations in this pharmacy area will be described and relationships between the type of drug requisition and the filling station will become evident.

The second half of this session is devoted to Telephone Techniques.

An important tool in hospital communication is the telephone. The pharmacy technician will learn the necessary skills and techniques to use the telephone correctly. The trainees will have adequate opportunity to practice good telephone techniques, both in this session, and under supervision on-the-job. Many of the procedures in the pharmacy start with a telephone call or with the drug order, thus good work methods depend upon the proper use of this tool.

Session 9: Separating Drug Orders

During this session, Pharmacy Technician trainees will learn why the drug orders are separated in the manner in which they are, and why the pharmacy is laid in the way that it is. Another part of session 9 is Filling Pre-packaged Orders.

In this session the trainees will learn why certain drugs are pre-packaged, where they are prepackaged, and by whom they are pre-packaged. They will also learn how quantitites are chosen for pre-packaging. Procedures in filling a pre-packaged order will be explained and demonstrated. The trainees will have adequate practice in this procedure during this class. The skills learned in this class will serve as a basis for on-the-job training.

Session 10: Filling Injectable Orders

In this session the trainees will learn which units to expect injectable orders from. The methods in which injectable orders are actually filled will be discussed in detail. The trainees will learn procedures in how to select vials and ampules and in what quantities. They will also learn how to price each drug order. Attention will be given during this session to the distinction between orders filled in this injectable station, and orders filled in that section of the pharmacy known as the intravenous addative area.

Session 11: Repackaging Orders

In this session the trainees will learn why repackaged drugs are not included in the pre-packaging section. They will also learn proper methods of labeling repackaged orders. During this session, the trainees will be given practice in filling such orders. Emphasis will be placed on the difference between generic and propriatory names of drugs. This is most important in the proper filling of such an order. The trainees will learn how to select the proper quantity to fill the drug order.

Session 12: Review and Evaluation

The purpose of this session is to review and reinforce what has been learned in the program. Moreover, the trainees will be given opportunity to discuss their progress as well as to critique the trainers. The purpose of this evaluation is to point out the strengths and weaknesses of the program so that needed changes can be made in the conduct of the program. Classroom and on-the-job training will be topics for evaluation.

Introduction to the Out-Patient Pharmacy

The second part of this session is devoted to an introduction to the Out-Patient Pharmacy, how it differs from and is related to the other pharmacy areas. The purpose of this pharmacy in relation to the hospital and patient service will be explored. The personnel in the out-patient pharmacy will be described in detail. The trainees will learn how the prescription is filled and the route it follows in the process.

Session 13: The Cash Register and Drug Order Pricing

Operating the cash register and pricing the drug order are first steps in filling a prescription in the out-patient pharmacy. Since the procedure for dispensing an out-patient drug requistion begins with these two closely related functions, the Pharmacy Technicians III trainee will learn working skills in this session. On-the-job training will provide the trainees with adequate practice and reinforcement in pricing and operating the cash register.

Session 14: Black/White Issues

A central factor in the development of the employee in a hospital setting is an awareness of problems related to race relations. The Pharmacy Technician must be able to function in situations which are at time occasioned by Black/White friction. Good interpersonal relations with both hospital personnel and patients often depends on health perceptions of racial differences. A history of Black/White relations as well as current issues will be explored. The purpose of this session is to enhance staff cohesiveness by promoting good interpersonal understanding and communication.

Session 15: Effective Communication With Patients

In this session, basic principles of effective communication will be explored with emphasis on patient-technician communication. The problems inherent in this type of communication will be discussed. Moreover, the trainees will have an opportunity to practice effective communication skills in patient-technician settings in class as well as in supervised on-the-job situations.

Typing Labels With Directions

The out-patient pharmacy is the one pharmacy area where directions are written out specifically for the patient. Typing labels with directions is a most important procedure in this pharmacy area. It is important that the Technician III be familiar with this procedure since he will at times be required to perform this task. Moreover, in reading the prescription, he must be able to determine the accuracy of the label. In this session as well as in on-the-job training, the trainees will learn the necessary procedures involved in reading the prescription and typing the label with directions.

Session 16: Filling Drug Orders

The purpose of this session is to acquaint the trainees in detail with the different locations of the drugs in the out-patient pharmacy. The methods of filling drug orders will be discussed and practiced. The procedure used by the pharmacist for checking the orders filled by the technician will be explained. Here, as in other dispensing procedures, quality standards will be emphasized. Through learning correct procedures and quality standards, the trainees will be able to apply self-appraisal techniques in performing their duties.

Session 17: Effective Communication With Hospital Personnel

Effective communications between hospital personnel is central to achieving the goals and objectives of the Department of Pharmacy Services and the hospital. In this session, the trainees will learn the purposes and procedures of communication within the pharmacy; and the role which the Pharmacy Technician III plays within that system. Each trainee will learn the principles of effective communication and will have an opportunity to apply these principles in work situations.

Session 18: Introduction to the Intravenous Addative Laboratory

The purpose of this session is to explain the function of the pharmacy which prepares intravenous addative solutions. The trainees will also learn how these solutions are prepared in other areas of the hospital outside of the Department of Pharmacy Services. The trainees will be introduced to specialized tools and equipment used in the I.V. Laboratory. Specialized procedures will be described to prepare the trainees for future sessions in which they will learn the necessary theory and skills to work efficiently in this area.

Sterile Theory

In the second part of this session, the trainees will learn sterile theory as it applies to the procedures in the I.V. Laboratory. They will understand the distinction between sterile and aseptic and will learn how to apply sterile theory to work situations. Here the emphasis will be on quality control in the dispensing of I.V. solutions.

Session 19: Aseptic Techniques

This session has as its purpose the correct and efficient application of sterile theory. The trainees will practice aseptic techniques in the many job tasks which make up the compounding procedure in the I.V. Laboratory. They will learn to identify problem areas in compounding I.V.'s as they apply to aseptic techniques. The trainee will learn self-appraisal techniques in applying sterile theory.

Session 20: Introduction to Supervisory Skills

The purpose of this session is to introduce the Pharmacy Technician III trainee to supervisory skills which he will need in certain aspects of his job. Although the trainee will not be directly responsible for the development and direction of those subordinate to him on the pharmacy staff, he will learn that there will be innumerable occasions for him to participate in management functions. For example, he will be called up to enhance employee development through the force of his personal example and technical skills. He will learn the importance of recognition, achievement, and cohesiveness in staff development and the role he will play in achieving these important departmental goals.

Session 21: The I.B.M. "Selectric"

During this session, the trainees will learn the purpose of the I.B.M. "Selectric" and how it contributes to expediting the procedure in the I.V. addative area. The trainee will become somewhat familiar with the operation of this machine so that in emergency situations he can operate it. Here, as in other skill areas, the trainees will have on-the-job training to reinforce what they have already learned in class.

Job Instruction Techniques

In this session, the trainees will learn sound principles of job instruction and will practice these principles by instructing various job tasks. This session is designed to give the trainees the necessary skills to teach other employees certain technician procedures.

Session 22: Intravenous Pharmacy Mathematics

In this session, the trainees will become thoroughly familiar with ratio and proportion procedures. The ability to apply these procedures is fundamental to the successful completion of work in the Intravenous Addative Laboratory. Problems and practice will provide the trainees with the necessary mathematical skills to compound I.V.'s.

Session 23: Compounding Intravenous Solutions

The procedure for compounding I.V.'s which incorporates all the knowledge and skills taught in previous sessions will be demonstrated. The trainees will perform this procedure and will be given a variety of compounding problems for procedure application. The methods used by other technicians in the laboratory will be reviewed, with an emphasis on the why and how of reconstituting drugs and preparation for the compounding procedure. In this session the trainees will be required to apply aseptic techniques and I.V. mathematics. The instruction in this session will be reinforced in closely supervised on-the-job practice. Here, as with other training, careful follow-up will guarantee the success of the learning process.

Session 24: Review and Evaluation

This session is designed to review program learning and to evaluate the progress of the trainees in terms of the work skills they have demonstrated. The participants will also evaluate the program for possible changes and for future development. Problem areas will be identified and plans made for follow-up activities.

Session 25: Graduation

This session is a commencement exercise to recognize the achievements of the trainees and to encourage future development. The staffs of Skill Upgrading, Incorporated and the host organization, The Johns Hopkins Hospital, will participate.

Program Agenda

Session 1
April 7, 1969
Smith Room
2:30-4:30 p.m.

Topic: Welcome and Orientation
Trainer: SUI Trainer
Refreshments

Topic: The Hospital and Pharmacy Objectives
Trainer: Director of Pharmacy

PROGRAM AGENDA - FIGURE 8 Cont'd

Session 2 April 8, 1969 Board Room 2:00-4:00 p.m.	Topic: Trainer: Topic: Trainer:	Introduction to the Pharmacy Pharmacy Trainer Overview of the Course and the Pharmacy Technician III Position SUI Trainer
Session 3 April 9, 1969 HLH 413 2:30-4:30 p.m.	Topic: Trainer:	Introduction to Pharmacy Nomenclature Pharmacy Trainer
Session 4 April 10, 1969 HLH 413 2:30-4:30 p.m.	Topic: Trainer:	Weights and Measures Pharmacy Trainer
Session 5 April 11, 1969 HLH 506 2:00-5:00 p.m.	Topic: Trainer: Topic: Trainer:	Reading the Drug Order Pharmacy Trainer The Drug Formulary Pharmacy Trainer
Session 6 April 14, 1969 CMSC 806 2:30-4:30 p.m.	Topic: Trainer:	Typing Labels Pharmacy Trainer
Session 7 April 15, 1969 HLH 413 2:30-4:30 p.m.	Topic: Trainer:	Motivation Theory SUI Trainer
Session 8 April 16, 1969 HLH 413 2:30-4:30 p.m.	Topic: Trainer: Topic: Trainer:	Introduction to the In-Patient Pharmacy Pharmacy Trainer Telephone Techniques SUI Trainer
Session 9 April 17, 1969 HLH 413 2:00-5:00 p.m.	Topic: Trainer: Topic: Trainer:	Separating Drug Orders Pharmacy Trainer Filling Pre-Packaged Orders Pharmacy Trainer
Session 10 April 18, 1969 HLH 506 2:30-4:30 p.m.	Topic: Trainer:	Filling Injectable Orders Pharmacy Trainer

PROGRAM AGENDA - FIGURE 8 Cont'd

Session 11 April 21, 1969 HLH 806 2:30-4:30 p.m.	Topic: Trainer:	Re-Packaging Orders Pharmacy Trainer
Session 12 April 22, 1969 HLH 413 2:30-4:30 p.m.	Topic: Trainer: Topic: Trainer:	Review and Evaluation SUI Trainer Introduction to the Out-Patient Pharmacy Pharmacy Trainer
Session 13 April 23, 1969 HLH 413 2:30-4:30 p.m.	Topic: Trainer:	The Cash Register and Drug Order Pricing Pharmacy Trainer
Session 14 April 24, 1969 HLH 413 2:30-4:30 p.m.	Topic: Trainer:	Black/White Issues SUI Trainer
Session 15 April 25, 1969 HLH 506 2:30-4:30 p.m.	Topic: Trainer: Topic: Trainer:	Effective Communication With Patient SUI Trainer Typing Labels With Directions Pharmacy Trainer
Session 16 April 28, 1969 CMSC 806 2:00-5:00 p.m.	Topic: Trainer: Topic: Trainer:	Filling Drug Orders Pharmacy Trainer Dispensing Prescriptions Pharmacy Trainer
Session 17 April 29, 1969 HLH 413 2:30-4:30 p.m.	Topic: Trainer:	Effective Communication With Hospital Personnel SUI Trainer
Session 18 April 30, 1969 HLH 413 2:30-4:30 p.m.	Topic: Trainer: Topic: Trainer:	Introduction to the Intravenous Addative Laboratory Pharmacy Trainer Sterile Theory Pharmacy Trainer
Session 19 May 1, 1969 HLH 413 2:30-4:30 p.m.	Topic: Trainer:	Aseptic Techniques Pharmacy Trainer

PROGRAM AGENDA - FIGURE 8 Concluded

Session 20 May 2, 1969 HLH 413 2:30-4:30 p.m.	Topic: Introduction to Supervisory Skills Trainer: SUI Trainer
Session 21 May 5, 1969 HLH 413 2:00-5:00 p.m.	Topic: The IBM "Selectric" Trainer: Pharmacy Trainer Topic: Job Instruction Techniques Trainer: SUI Trainer
Session 22 May 6, 1969 HLH 413 2:30-4:30 p.m.	Topic: Intravenous Pharmacy Mathematics Trainer: Pharmacy Trainer
Session 23 May 7, 1969 HLH 413 2:30-4:30 p.m.	Topic: Compounding I.V.'s Trainer: Pharmacy Trainer
Session 24 May 8, 1969 HLH 413 2:30-4:30 p.m.	Topic: Review and Evaluation Conference Leaders: SUI Trainer Pharmacy Trainer
Session 25 May 9, 1969 HLH 413 3:00-4:00 p.m.	Graduation

While the Training Consultant developed the curriculum with company personnel, he also consulted with the company trainer in the selection and preparation of audio-visual materials to be used in training. 2"x2" slides and 8mm motion picture film taken during the analysis were reviewed for inclusion in training. It was not uncommon to include 80 color slides and 250 feet of film in the audio-visual library for a particular HIT program.

The training consultant also selected appropriate and timely 16mm commercial films for training. He chose from among some 60 different titles dealing with such categories as:

- employee relations
- human relations
- motivation
- social issues and history
- race relations
- poverty
- supervisory and management skills
- job skills

These films were rented or borrowed from such sources as the public library, The Bureau of National Affairs, American Society for Training and Development, church affiliated and private organizations. Among the titles selected for inclusion in the curriculum were:

"The Poor Pay More"
"People Don't Resist Change"
"Listen Please"
"Communication Feedback"
"Are You Earning The Right To Manage Others?"
"The Interview"
"The Challenge of Leadership"
"The Negro and the American Promise"
"The Cities and the Poor"
"Children Without" (a film on education and the disadvantaged)

"The Anatomy of a Group"

"Breaking the Delegation Barrier"

"Superfluous People"

"The Tenement"

"Who Do You Kill"

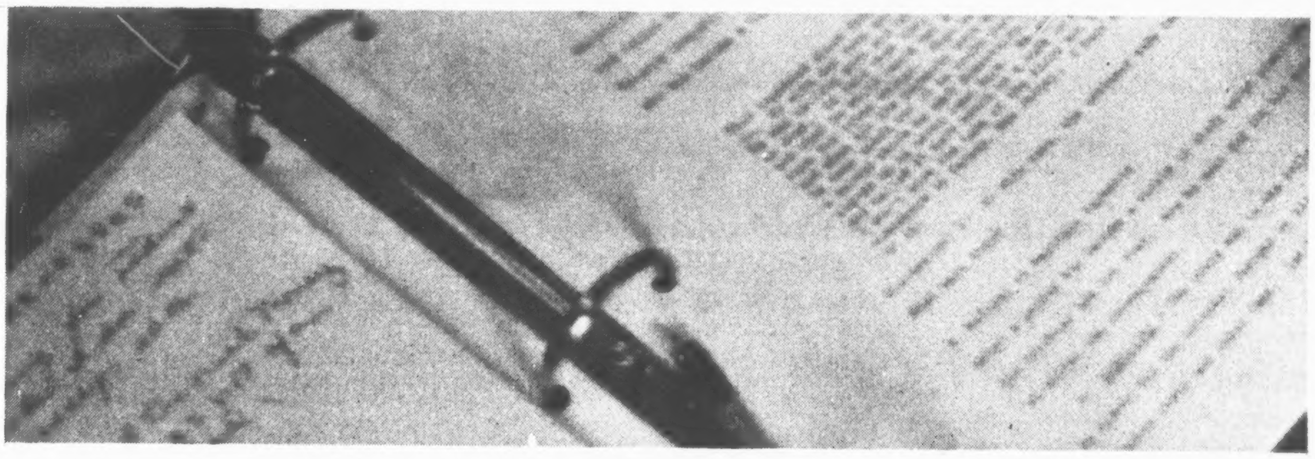
Films of this sort were used judiciously as part of group discussions on relevant topics in the curriculum. They were effective only in so far as the training groups had sufficient opportunity to relate the material to daily experience and recurring concerns.

As part of his audio-visual resources, the training consultant also composed or selected prepared overhead projector transparencies. He used these in discussions such as money management, leadership and motivation, the work site and location of materials, the details of equipment and machinery, human relations skills, etc. He also prepared lecture pad charts and graphs, as well as cassette tapes on certain topics.

All audio-visual materials pertaining to a particular company or job were given to the employer for future training. All final curriculum materials were incorporated in the training manual, and copies of the manual prepared for each trainee and two copies for the company.

4. Preparation of Training Manuals for Trainees and Trainers

During the first session, the training consultant presented a training manual to each trainee. He gave the trainees an overview of the program which included the contents and usage of the manual. For each session, the trainer would



hand out materials for that session, so that by the end of the program the trainees had compiled a complete manual.

The training manual for the company trainers contained all materials in the trainee manual in addition to lesson plans, discussion guides, and special instructions for such activities as role plays, buzz groups and sociodramas.

The training manual contained materials selected from the SUI library of prepared "constants" curriculum units. These units included printed materials on such topics as race relations, social security benefits, legal aid services, and consumer protection.

The training manual also contained materials describing the company, its history, benefits and policies, job related materials describing task performance, the work setting, equipment and work materials. Whenever feasible, the visual aids used in training were included in the manual. Appendix C, Sample Training Manual Materials, shows a variety of training materials used in several HIT programs.

5. Selection and Orientation of Skilled Resource Persons

The training consultant and/or the employer selected a skill resource person to assist in the delivery of the HIT Program. The consultant attempted to integrate as many company elements, as possible, into the program. To achieve this integration, he sought out supervisors, managers, personnel officers, and most highly skilled workers in the company to assist in the training process.

In HIT programs in which technical job skills were to be taught, the training consultant selected skilled workers who were experts in the skills and knowledge of the target job. These skilled workers would train the group in the use of equipment, the operation of machinery, and the techniques of the job. Most of these resource persons, however, had only informal experience in training -- usually on the job on a one to one basis.

Before the beginning of training and during the program, the training consultant would orient skilled resource persons who were to participate as trainers. The orientation typically included the following:

a. Overview of the HIT Program

b. Pattern for instruction Preparation
Presentation
Practice
Follow-up

c. Training Techniques

d. Training Materials

Prior to a training session in which a skilled resource person was to participate, the training consultant would review with him training objectives for the session, materials and equipment to be requisitioned and used, and methods to be employed to promote trainee participation. During the session, the consultant assisted the skill trainer as needed. The consultant would provide the skill trainer with feedback and evaluation with regard to his effectiveness in the session.

The training consultant frequently involved supervisors, managers and personnel officers in training sessions dealing with such topics as history, policies and procedures of the company, employee benefits, occupational information, motivation, and employer-employee relations.

From outside the company, the training consultant selected local community leaders and experts in various community service areas. These resource persons would train the HIT groups in such areas as housing, legal aid, social security, community organizations and various health, education and welfare service agencies.

Training Delivery

1. Conducting Training

The selection of trainees, the company trainer and skilled resource persons, the development of the curriculum and the preparation of the training manuals were completed. The training was then conducted in the best possible facilities.

Partly as a motivational tool, training sessions were held in such areas as the company's board room or executive conference rooms. Quite often, the trainees had never seen the inside of the facilities in which they were now to be trained. These sites were previously at the disposal of only the company's hierarchy.

In addition to the impact of the training site on the group's perception of their company, the employer guaranteed that refreshments would be served during each training session.

Training was also conducted at the work site where the operation of machinery was taught. In one instance, at a shoe factory, the training consultant arranged to have an operating production line set up so that the trainees could learn the pacing and pressures of the sewing line. For one 40 hour week, the group worked toward quota production under strict quality specifications.

Other forms of on-the-job training were planned to coincide with in-class training. In some cases during the five week program, the trainees worked full or part-time at the upgraded jobs.

Table 6, HIT Program with On-Job Training Units (OJT), shows those programs where the entire work week or a larger part of it was devoted to the on-job training of HIT participants. Frequently, the training consultant would work with the unit supervisor in planning and conducting this training.

TABLE 5

HIT PROGRAMS WITH ON-JOB TRAINING UNITS (OJT)

Organization	Upgraded Job	Class Hours	OJT Hours
Balto. City Pub. Schools	2nd Class Glazier	40	96
Holtite Mfg.	Sr. Lab Tech.	40	160
H. G. Parks	Scalers, Stuffers, Chub Mach. Operators	40	80
L. Gordon & Son	Machine Oper.-Setter	22	100
Johns Hopkins Hosp.	Phar. Tech. III	53	187
Bata Shoe Company	Sewing Mach. Oper.	20	80
Schmidt Baking Co.	Oven Oper. Mixer	20	16
MacMillan Bloedel	Sheet Catchers	32	128

Opening and closing sessions were special occasions during the HIT Program. Participating in these sessions were the client organization's chief executive, representatives of top management and present and future supervisors of the trainees. Government officials and representatives of unions and business and professional organizations participated. The impact of these sessions on the trainees was significant in terms of the concern and interest which many of them experienced for the first time.

2. Conducting On-Going Evaluation of Trainees

The reader has seen the use of review and evaluation sessions in samples of curriculum outlines. The training consultant made constant use of reinforcing techniques in helping the trainee to learn. He conducted on-going evaluation of the trainee's progress during the program. He also involved management in the evaluation process by requesting periodic evaluations from the trainee's supervisor.

The evaluation mechanism usually employed in a program included the trainer's evaluation of each trainee's performance in class. This was usually completed twice during the program. Figure 9, Trainee In-Class Performance Evaluation, shows the form used for trainee evaluation by the trainer. Although the form was submitted to company management, its principle function was to provide feedback to the trainee and to arouse group discussions during evaluation and review sessions. This tool proved to be an excellent motivational tool.

The HIT trainee also received weekly evaluation from his supervisor. This aspect of the evaluation mechanism increased the supervisor's interest in the training program and assured the employer that he would maintain basic control over decisions effecting his personnel. Figure 10, HIT Trainee Evaluation, is the form used for trainee evaluation by his supervisor.

SKILL UPGRADING, INCORPORATED

High Intensity Training

TRAINEE IN-CLASS PERFORMANCE EVALUATION

TRAINEE ______________________ EVALUATOR ______________________

DEPARTMENT __________________ DATE __________________________

1. INITIATIVE: degree to which the trainee acts independently in terms of preparation, participation and review activities; the extent to which he sees what needs to be done and does it without being told.

Unsatisfactory	Fair	Good	Superior	Outstanding

COMMENT: ____

2. EFFORT: degree to which the trainee does his best to be an outstanding student (without regard to how effective he may be). Conscientiousness and motivation.

Unsatisfactory	Fair	Good	Superior	Outstanding

COMMENT: ____

FIGURE 9

3. PERSISTENCE: the degree to which the trainee continues his efforts to learn; i.e., to participate, to try new ideas, new behavior, new skills.

Unsatisfactory	Fair	Good	Superior	Outstanding

COMMENT:____

4. GROWTH IN KNOWLEDGE: the degree to which the trainee expresses new ideas, applies new ideas in class activities, and in assignments. Observable growth.

Unsatisfactory	Fair	Good	Superior	Outstanding

COMMENT:____

5. PARTICIPATION: extent to which the trainee participates in class activities, enthusiastically, and with the idea of working effectively with other group members.

Unsatisfactory	Fair	Good	Superior	Outstanding

COMMENT:____

FIGURE 9 Concluded

SKILL UPGRADING, INCORPORATED

HIT TRAINEE EVALUATION

DIRECTIONS

1. Rate each factor independently. Do not look back to previous ratings. Place an (x) in the appropriate rating space.
2. If a factor is not applicable, write the symbol N/A (not applicable) in the rating section of the element.
3. Note the suggested percentages for each rating category. The percent given a particular rating will vary, depending on the situation, but this guide is based on the distribution of abilities in the population and should be given consideration. A "pile-up" at one end of the scale usually indicates bias.
4. After all factors have been rated, study the total pattern of an individual's ratings and give an overall rating.
5. Follow up with appropriate interviews with employees and trainer. Provide each employee with a copy of his EVALUATION.
6. This form is to be completed before training and each week during training and each week during the follow-up period by the responsible supervisor of the department in which the employee works. It will be completed twice by the SUI trainer during the training period on each trainee.

FACTOR EXPLANATION AND RATING SCALE

1. PRODUCTIVITY: work output of the employee relative to other employees.

Unsatisfactory	Fair	Good	Superior	Outstanding
Extremely low output. Definitely unacceptable.	Acceptable but low output. Below average.	Average output. Definitely acceptable.	Above average.	A top producer.
Lower 10%	20%	40%	20%	Upper 10%

FIGURE 10 (cont'd)

2. QUALITY: freedom from errors and mistakes; accuracy; quality of work in general.

Unsatisfactory	Fair	Good	Superior	Outstanding
Excessive errors. Very poor	Acceptable but improvement needed.	No more mistakes than expected. Definitely acceptable.	Above average. Few errors.	Highest possible Virtually perfect.
Lower 10%	20%	40%	20%	Upper 10%

3. INITIATIVE: degree to which the employee acts independently in new situations; the extent to which he sees what needs to be done and does it without being told.

Unsatisfactory	Fair	Good	Superior	Outstanding
Must be told everything to do. No personal initiative.	Requires frequent instruction. Close super-	Satisfactory. Requires average supervision.	Thinks & acts independently. Resourceful in new situations.	Little or no supervision needed. Highly resourceful & aggressive.
Lower 10%	20%	40%	20%	Upper 10%

FIGURE 10 (cont'd)

4. EFFORT: degree to which the employee does his best to be a top employee (without regard to how effective he may be). Consider conscientiousness, and motivation.

Unsatisfactory	Fair	Good	Superior	Outstanding
Exerts effort only when forced to do so.	Low motivation. Could perform better.	Satisfactory Average motivation level.	Exerts more effort than most. Hard worker.	Intensively motivated. Exerts maximum effort.
Lower 10%	20%	40%	20%	Upper 10%

5. DEPENDABILITY: extent to which the employee can be depended upon to be available for work and to do it properly. The degree to which he is reliable, trustworthy, and persistent.

Unsatisfactory	Fair	Good	Superior	Outstanding
Usually unreliable. Does not assume responsibility. Gives up easily.	Sometimes unreliable. Avoids responsibility. Satisfied to "get by".	Trustworthy & reliable. Needs average direction. Average persistence.	More than average. Usually persists in spite of difficulties.	Completely reliable. Highly persistent. Finishes job at any cost to himself.
Lower 10%	20%	40%	20%	Upper 10%

FIGURE 10 (cont'd)

6. JOB KNOWLEDGE: knowledge of the techniques, skills, processes, products, services, equipment, and materials required to properly do his job.

Unsatisfactory	Fair	Good	Superior	Outstanding
Lacks knowledge to perform work properly.	Minimum knowledge for doing his job.	Satisfactory knowledge of his job & sufficient knowledge of related jobs.	Well informed about his own job & related jobs.	Authoritative knowledge of his own work & superior knowledge of related jobs.
Lower 10%	20%	40%	20%	Upper 10%

7. COOPERATIVENESS: willingness to work harmoniously with others in getting a job done. Readiness to observe and conform to the policies of management. Maintenance of an attitude toward others that makes working together comfortable.

Unsatisfactory	Fair	Good	Superior	Outstanding
Extremely negative & hard to get along with.	Indifferent. Makes no effort to cooperate.	Cooperative. Gets along with others. Has a good attitude.	Goes out of his way to cooperate & get along.	Extremely so. Stimulates teamwork & good attitudes in others.
Lower 10%	20%	40%	20%	Upper 10%

FIGURE 10 (cont'd)

8. LOYALTY: identification with the company, its goals and its purposes. Willingness to stand up for the company & promote its welfare. Willingness to put the welfare of the company ahead of immediate self-interest.

Unsatisfactory	Fair	Good	Superior	Outstanding
Little or no concern for the goals & general welfare of company.	Somewhat critical of company & personnel. Overly concerned with self-interest.	Interested in well-being of company & stands up for it.	Usually enthusiastic in feeling toward the company.	Usual concern for goals and welfare of company. Enthusiastic support of company personnel & policies.
Lower 10%	20%	40%	20%	Upper 10%

9. JUDGMENT: extent to which the employee makes decisions which are sound. Freedom from impulsiveness and immaturity in his thinking. Ability to base his actions on fact rather than emotion.

Unsatisfactory	Fair	Good	Superior	Outstanding
Judgments usually unsound. Immature in thinking & judging.	Sometimes fails to consider facts & makes errors of judgment the average person would avoid.	Generally thinks rationally. Not immature or illogical. Healthy respect for facts.	Better than average judgment Very mature & sound in his thinking.	Unusual rational powers Brilliant in analyzing fact & solving problems. No impulsive decisions.
Lower 10%	20%	40%	20%	Upper 10%

RATER COMMENTS

	Unsatisfactory	Fair	Good	Superior	Outstanding
Overall rating					

Ratee____________________ Rater ____________________

Date rated__________________ Date Discussed________________

I recommend the trainee continue in the HIT program: ____ Yes ____ No

If no,
explain:____

Note: Form adapted from Dynamics of Supervision, Success Motivation Institute, Inc.

FIGURE 10 Concluded

The qualities measured in the use of these forms provided the necessary basic data in determining whether a trainee ought to be promoted to the upgraded job. The training consultant using these tools could also assist the employer in deciding questions pertaining to dropping certain trainees from the program because of lack of progress. The evaluation forms also provided written commitments from supervisors who might at the end of training deny the promotability of individual trainees although they had expressed their satisfaction with the trainees' progress throughout the program. There were several instances when the training consultant used supervisors' written evaluations to argue a case for individual promotions despite the supervisors' objections, especially in instances where there was evidence of what seemed to be supervisory jealousy and pettiness toward the trainees.

The trainees also participated in the evaluation process. Figure 11, High Intensity Training Course Evaluation, shows a form used to illicit the trainee's reaction to the program. Periodically, the trainees were asked to give their reactions to the training. This exercise formed the basis for discussions on the concerns of the training group.

3. Providing Feedback to Supervisors

The training consultant met periodically with supervisors during the training program to discuss the progress of their subordinates. In these meetings, problems were identified and decisions made concerning further progress of the

SKILL UPGRADING, INCORPORATED

HIGH INTENSITY TRAINING COURSE EVALUATION

Contract No. ________

COURSE ________

TRAINER ________

DATE ________

Please rate the trainers in each of the below categories in accordance with the following:

4-Excellent 3-Good 2-Average 1-Below Average 0-Poor

	RATING	COMMENTS
Quality of instruction		
Organization of course presentation		
Training aids, materials for lessons, on hand used		
Objectives of each lesson made clear		
Objectives achieved		
Trainees' interest maintained		
Trainees participation allowed and encouraged		
Personal objectives achieved		

Please make other comments, criticisms, etc. which would aid in evaluating this course on the reverse side of the form.

FIGURE 11

HIGH INTENSITY TRAINING
COURSE EVALUATION (II)

A. Considering the material covered, do you feel the length of the course was adequate?

State reasons why____

B. How did you feel about your consultant?

C. How did you feel about the course?

FIGURE 11 Concluded

trainees. The written evaluation served to guide the supervisor and consultant in identifying alternate courses of action in dealing with individual problems which always presented themselves. More informal evaluations of the trainee's progress were made in these feedback meetings.

Through the evaluation and feedback process, necessary changes in the program were made.

4. Preparation For Graduation

The training and evaluation process culminated in the graduation exercise. Preparation for graduation involved

final evaluations on the progress of each trainee; and bringing together again those key persons who made the program a reality. As mentioned previously, the final session of the HIT program, like the opening session, was attended by the company's chief executive, representatives of the union or professional association, and interested community and political leaders, as well as the SUI Executive Director. The trainees also selected representatives from their group to speak on their behalf.

The graduation exercise was most often a formal testimonial to the accomplishments of the trainees. The impact of the final session was significant in that many low/skill, low/wage workers have experienced too little achievement in their lives, and that which they have experienced has gone unrecognized. The graduation compacted into an intense period a wealth of recognition for real achievement and thereby provided impetus for future success. Those who have had a history of failure in the work environment experienced success in the midst of that environment.

D. Development Of Employer Capability To Carry On The Upgrading Technique

As the reader saw previously, four HIT programs were repeated in two organizations, in what was known as second cycle programs - the multiplier effect. SUI conducted 20 training programs for upgraded jobs. SUI's success in multiplying these programs was limited. Although the training consultant designed the HIT program and, together with company personnel, made the initial installment of the program, certain difficulties made it impossible to guarantee thorough training of company personnel in conducting subsequent programs. SUI never expected a client company to do what the training consultant could not show company personnel how to do. SUI did not limit its efforts to advising from the side-lines. Nevertheless the difficulties of time constraints and personnel selection militated against the successful development of employer capability to carry on the upgrading technique.

The discussion of the multiplier effect in another part of this report, (p. 87) summarized the difficulties in developing the employer's capability to carry on the upgrading technique. Those difficulties were essentially due to SUI's lack of control in fashioning the employer's commitment to further training. Although the employer committed himself in the Letter of Agreement to assigning a company trainer, he did not or could not commit himself to second cycle programs.

The reality of marketing was that HIT programs were difficult, in most cases, to sell. That difficulty would probably have been complicated with commitments to second cycle training without basic changes in training and marketing approaches.

The multiplier effect may have been stronger if SUI had greater control over second cycle programs, given more comprehensive commitment from the employer. As it was, the training consultant became only a part-time participant-observer-assistant-counselor when a HIT program was repeated by the company trainer. SUI also conducted a company trainer seminar which had only limited impact on second cycle training.

Greater control could have been achieved on a limited scale by contracting with employers whose needs dictated more extensive training for upgraded positions. However, evidence gleaned from study of the limited number of trainees participating in first cycle HIT programs indicated that employers either did not have needs for further programs or were unwilling to invest in second cycle training. Quite frequently, the training consultant had difficulty in getting the minumum of 8 trainees into the first HIT program.

Greater control may also have been achieved through SUI's selection of the company trainer. The person assigned by the employer was too often incapable of making a creditable impression with the employer for programing second cycle efforts. The employer's assignment of company trainer seemed to testify to his lack of commitment to upgrading. Even had his commitment changed with the success of the HIT program, the initial assignment was irreversible.

More intensive preparation of capable company trainers would have been an invaluable element in the success of the multiplier effect. Training seminars of sufficient duration and depth would have provided a good preparation for company people for upgrading training. SUI's single effort to conduct a seminar was dissipated for lack of employer commitment.

The training seminar approach was also lost somewhere in the haze of Institute-SUI planning and policy formation. What was a major aspect of contractual agreement was placed further in the background of daily operations. The multiplier effect gave way to the concerns for HIT marketing and first cycle training.

Second cycle training as a priority remains largely a mystery, considering the absence of analytic design and the operational practices mentioned above. Given sufficient employer commitment and need, and Institute-SUI operational strategy for second cycle training, the multiplier effort could conceivably have amounted to a thousand trainees rather than the contract number of 350 or the actual count of 177. The reader will recall that the last number represents only two of the organizations in which upgrading occurred. Had a majority of the HIT programs been repeated, the 350 quota would have easily been exceeded. The mystery is only partially explained by the phenomenon of "giving up" on the multiplier effect in the face of the pressures of delivering first cycle programs and the limited commitment of the employer. Perhaps, an analysis of all available data on nation-wide upgrading will provide some answers and clear the haze surrounding the question of the multiplier effect.

E. Follow-Up Activities

SUI engaged in a number of follow-up activities designed to strengthen the impact of upgrading on client organizations and employees. Those activities included the following:

1. A research design for a follow-up study to determine the effects of HIT programs three to five months after the completion of the program*.
2. Technical consulting assistance to the company trainer in second cycle programs.
3. Training consultant visits to the client company to assist the employer in solving any post training problems.
4. Supervisory, company trainer and worker leadership seminars to further develop the skills and knowledge of the client company's personnel.

In a follow-up study of 99 trainees in 8 organizations and 13 training programs, SUI tried to determine the effects of HIT three months after the completion of the programs with a research design.

In addition to interviewing trainees, the research design specified that the supervisors of trainees and the management in the organizations where the trainees worked were to be interviewed. SUI was successful in interviewing 12 supervisors and six managers.

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*Cf. Richard P. Nadeau, The Worker, op.cit.

The data collection instruments used to conduct the interviews were designed to provide information that would yield answers to ten questions. These research questions appear below in the form of assumptions about the effects of HIT:

1. Workers who were upgraded through HIT received a significant salary increase immediately after training.
2. Workers who were upgraded through HIT obtained new jobs encompassing new duties and responsibilities immediately after training.
3. HIT tends to develop a more cohesive working relationship between the worker and the supervisor as perceived by the worker.
4. HIT tends to develop a more cohesive working relationship between the worker and the supervisor, as perceived by the supervisor.
5. Workers who complete HIT tend to have lower absenteeism rates then before HIT.
6. Workers who complete HIT tend to perceive the skill training aspect of the program as the most important component.
7. Workers who received HIT and left the organization tended to find employemnt requiring higher skills.

8. Workers who received HIT and left the organization tended to find higher paying jobs.
9. The supervisor tends to perceive HIT as having positive effects on the following:
    a) quality of work produced
    b) quantity of work produced
    c) attendance
    d) tardiness
10. The supervisor tends to perceive HIT as further increasing the chances of upward mobility of the worker.

This study concluded that:

"The information collected in the three month follow-up study of the long-range effects of High Intensity Training upon low-level workers and the organizations in which they work yielded valuable data. From this data, vital conclusions can be drawn. The overall long-range impact of HIT was strikingly positive. The beneficial results of the immediate impact of the program were found to subsist over this longer period of time. Although certain short-comings in the program could be noticed, these were extremely sparse. In most cases, the impact of HIT was only deterred when all the designated components were not implemented. That is, HIT tended to lose some of its impact only when workers were not given the new job titles and salary increases the program requests. This appears to reaffirm the need for full effectiveness, the implementation of the complete HIT methodology.

The present study discovered that most workers who were upgraded with salary increases were still working successfully at their new jobs and meeting their new responsibilities. This confirms the HIT concept that when given the proper training, low-level workers are capable of performing higher-level jobs. It further shows that the HIT method is able to supply this training within the short time period of five weeks.

The trainees' attitudes toward the long-range effectiveness of the HIT program were as positive as they were toward its immediate impact. They still had their aspirations and feelings that the program would help them in obtaining future promotions. Their enthusiasms and satisfaction with the program has not been diminished. Workers still felt that the training was very useful in preparing them for their present job. The majority were also still interested in participating in future training programs.

One long-range effect of HIT, which was not apparent in studies of the immediate HIT impact was that many trainees felt that the program has improved their life away from the job. In their view, it did this by equipping them with a better understanding of people and a better ability to communicate with them.

The improvement in the trainees' performance, as assessed by their supervisors, was found to be at as equally a high level as it was immediately after training. The improvement in their morale, attendance and lateness records, and the quality of the work they produced has not changed. The supervisors still viewed them as more valuable now and more capable for promotion. It appears that the beneficial effects of the program are long-lasting ones and are not easily extinguished.

Managers and supervisors were as satisfied with the long-range effects of the HIT programs as they were with its immediate impact. They viewed the training as benefiting both the trainees and the organization. Managers did tend to see the program as more of a motivational tool than as a skill-training tool.

Although supervisor-worker relations improved, there was a change in the relationship since the short-range effects of HIT were studied. While supervisors were still generally more positive toward workers, the workers' attitude toward their supervisors approached indifference. This was surprising, when one recalls that the role played by the supervisors right after the HIT program was essential in determining the worker's success at his new job. At that time, the negative views of a supervisor could have been disasterous. In the long-range follow-up study, the supervisors' treatment of workers did not appear to influence the workers' interest in future training or in obtaining another job in the company. The new confidence and improved self-image of trainees may make them less susceptible to the negative attitudes of their supervisor. This did not appear immediately after training since trainees were still new at their target jobs and not able to actualize this confidence.

The High Intensity Training program was not without its dysfunction. One major negative effect could be noticed. This was the short-and long-range effect that HIT had on non-trainees. One third of the supervisors perceived the program as having a harmful effect upon non-trained workers. Only one supervisor felt that it affected them beneficially. There was

was a decrease in their morale and many felt less valuable to their organization. It must be stated that this was accomplished by a strong interest in obtaining training on their part."*

In addition to timely visits to client companies to provide consultation on second cycle training and problems relating to the completed HIT program, SUI also provided those companies' employees with opportunities for further learning in seminars held away from the plant. SUI conducted three types of seminar programs: 1) the supervisory seminar, 2) the company trainer seminar, and 3) the worker leadership seminar.

On July 11, 1969, SUI conducted a "Supervisory Development Clinic on Communications and Human Relations Skills" at Coppin State College. Figure 12, Session Units - A Supervisory Seminar, gives a description of the agenda for the seminar.

FIGURE 12

SESSION UNITS -- A SUPERVISORY SEMINAR

9:30 - 10:00 a.m. -- Richard Green
Identifying the Needs of the Worker

It must be understood that job satisfaction is most important to the worker. Money is important, but without other physiological and psychological needs being met, the worker is still disenchanged and frustrated. We, therefore, in this unit identify those physical and mental or emotional job necessities.

This unit will be basically lecture with time given for discussion. It will also serve as an introduction to the remainder of the clinic.

10:10 - 10:40 a.m. -- Richard Green
Informing Workers of Pertinent Pending Changes

Closing the information gap in business and industry by keeping workers fully and currently informed of changes that are underway or anticipated is of utmost importance. The supervisor, as a leader of his group is in a position

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*Ibid., pp. 97-100

FIGURE 12 (cont'd)

to know, ahead of his people, what changes his organization is comtemplating, and what effect such changes may have on his unit. Therefore, it is in the best interest of effective supervision that information of this nature is passed on to his workers promptly.

The film, "People Don't Resist Change", will be utilized along with various charts to introduce the subject. Discussion will follow.

10:40 - 11:20 a.m. -- William Thomas

Counseling Employees With Regard to Personal Problems, Progress And Performance

The purpose of this training session is to provide the supervisors with sophisticated techniques in the art of personnel counseling. Proper counseling has proven to be quite valuable in the over-all growth and development of company personnel. There are a variety of methods and approaches to good psychological counseling.

FIGURE 12 (cont'd)

The supervisors will learn some of the theoretical principles and techniques to counseling as they pertain to employee problems, progress and job performance. In addition, the supervisors will act out role-playing situations in these three areas of employee counseling.

11:20 - 12:00 noon -- William Thomas
Disciplining Effectively

This training unit is designed to acquaint the supervisors with disciplinary techniques to correct or modify negative employee behavior. The importance of this area of managerial control cannot be over-emphasized. Unsophisticated or excessively harsh methods used by a supervisor to correct negative behavior may result in supressing the potential and ability of the employee. As a result the supervisors will learn effective reprimanding of employees with a positive goal in mind which will consider their long-range potential as productive company employees.

The supervisors will be involved in role-play exercise after the theoretical aspects of effective discipline has been delineated.

1:00 - 1:30 p.m. -- Sandra Fitts
Attitudes and Communication

The unit objective is to increase the communication skills of the supervisor in order that interpersonal relationships between the supervisor and the employee will be improved and enhanced.

The lecture will proceed for 30 minutes at which time "Barriers to Successful Communication" and "Improving Communications" will be discussed.

1:30 2:15 p.m. -- Sandra Fitts
Giving Directions to Subordinates

The unit objective is to allow the supervisor to empathize with the employees so that giving directions will become more of a pleasant activity than a chore. The film, "Meanings are in People", will be used as a means of reinforcement.

In the last part of the unit, practical problems concerning "Giving Directions" will be thrown to buzz groups.

2:15 - 3:00 p.m. -- Fred Jackson
Effective Listening

Effective communication and human relations depend upon effective listening. Effective listening is being tuned in on the needs of the worker. The power of the supervisor as a leader depends upon how well he meets those needs.

In this unit, the supervisor will learn how to harness the power of the worker group he supervises by gaining his subordinates loyalty. To achieve this goal his listenting skills will be sharpened by learning 3 skills:

1. Taking a personal interest in his employees.
2. Not being defensive.
3. Providing a service.

To gain these skills, the supervisors will role play a number of situations.

3:10 - 4:00 p.m. -- Fred Jackson

Creativity In Problem Solving

This unit will enable the participants to involve themselves in problems of communications and human relations and to solve those problems creatively. The supervisors will know how to solve communication and human relations problems by applying a seven step method.

The participants will be presented several problems and be instructed to offer solutions after conferring with each other, following the creative problem solving method.

FIGURE 12 Concluded

SUI also conducted an "Advanced Trainer Clinic" on June 19, 1969, as part of its seminar program for training away from the plant. In this seminar, a video tape system was used quite effectively. In attempting to measure reactions to the seminar, the participants were asked to complete the question found in Figure 13, Trainer Clinic Evaluation Questionnaire. The results of the tally appear in the questionnaire.

SKILL UPGRADING, INCORPORATED

TRAINER CLINIC

QUESTIONNAIRE

Directions: Read the following statements and check () the response that best express your feelings.

1. Why did you attend the Trainer Clinic?

( ) I was interested = 8

( ) I was invited = 1

( ) I thought I could learn = 3

( ) Friends/Co-workers attended = 1

( ) I had nothing else to do = 0

2. Were you scheduled to work today?

( ) Yes

( ) No = 9

3. If you were scheduled to work but attended the Trainer Clinic instead, you attended because:

Explain____

____

____

____

4. Which topic was most interesting to you?

( ) "An Overview of HIT" = 4

( ) "The Four Step Method - Patterns for Instruction" = 5

( ) "A Demonstration of the Four Step Method" = 2

( ) "Participation Through Role-Playing and Buzz Groups" = 4

( ) "Presentation and Critiques" = 3

FIGURE 13

5. Why was the topic checked above most intersting to you?

____

____

____

____

6. Which topic was least interesting to you?
( ) "An Overview of HIT = 2
( ) "The Four Step Method - Patterns for Instruction" = 1
( ) "Demonstration of The Four Step Method" = 0
( ) "Participation Through Role Playing and Buzz Groups" = 1
( ) "Presentations and Critiques" = 0

7. Why was the topic checked aboved least interesting to you?

____

____

____

____

8. How much do you feel you gained from this Trainer Clinic?
( ) A great deal = 9
( ) Something
( ) A little bit
( ) Nothing

9. Would you like to attend a future Trainer Clinic?
( ) Yes = 7
( ) No = 0
Maybe = 2

FIGURE 13 Concluded

SUI also conducted a "Leadership Forum" for graduates of HIT programs on May 17, 1969 in order to develop the leadership skills of workers. Figure 14, Leadership Forum Agenda, shows the content, method and participants in this day long seminar.

LEADERSHIP FORUM AGENDA

10:00 - 11:00 a.m.	Leadership Forum Speaker Platform "The Issues" See Leadership Forum Outline Keynote Speakers:* Mr. Parren Mitchell - "The Importance of Leadership Today" Mr. Jeffrey Sanders - "The Psychology of Leadership" Dr. Homer Favor - "Urban Leadership" Mr. Walter Carter - "Community Leadership"

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* Parren Mitchell: Former director, Baltimore City Community Action Agency: Professor at Morgan State College.
Jeffrey Sanders: Associate Professor of Psychology, Towson State College.
Homer Favor: Director, Urban Studies Department, Morgan State College.
Walter Carter: Former Director of Baltimore CORE; Consultant to Maryland Province of the Society of Jesus (Jesuits).
Robert Douglass: Baltimore City Councilman.

FIGURE 14

11:00 - 12:00 noon	A Discussion of Leadership Potential
Buzz Room #1	Buzz Group #1 Leader: Reporter: To be announced
Buzz Room #2	Buzz Group #2 Leader: Reporter: To be announced
Buzz Room #3	Buzz Group #3 Leader: Reporter: To be announced
12:00 - 1:00 p.m. Central Office	Lunch
1:00 - 2:00 p.m.	Open Forum Mr. Robert Douglass - "Institutional Leadership" Buzz Group Reports Dr. Homer Favor - Summary
3:00 - 4:00 p.m.	Critique

FIGURE 14 Concluded

F. A Broader Application Of HIT

SUI developed a broader application of HIT in its design and delivery of management and supervisory training and organizational development programs in order to effect basic changes in organizational climate.

As SUI proceeded with its work of upgrading through HIT programs, it became increasingly aware of the difficulties in implementing change. Most of the organizations in which SUI worked were plagued with extremely difficult manpower problems. These organizations were willing to seek solutions to these problems but most often were mired in no-change principles and practices at supervisory and management levels. To assist these organizations in employing the basic concepts of HIT, SUI found itself involved in increased activity in management training and development. The basic changes in training and upgrading low-level workers were too often dismissed as "one-shot" successes. Permanent changes in management practices were needed.

SUI then began to experiment with training techniques designed to effect organization changes. The goal was simply to protect and continue those gains made through HIT programs.

Training programs were designed to develop the human relations and communication skills of supervisors and managers. In these programs, groups of participants were asked to analyze managerial styles, and their behavior and effectiveness as a team. SUI hypothesized that when individuals were confronted through their own self-analysis with behavior patterns which were ineffective, then they would begin to look for alternative behavior patterns. These groups were tested, inventoried, and analyzed from several view points. What emerged from this structured analysis were group discussions and laboratory exercises designed to improve managerial behavior. The testing of various training techniques and tools resulted in a training model which had many of the characteristics of the HIT concept.

In order to help clarify the nature of this new training model for organizational development, SUI decided to call these programs Human Relations Training and Development or in some cases, Encounter Training. The unique features of the model are as follows:

1. It employs many HIT components. Among these are two hour training sessions for 8 to 15

participants; manpower analysis to determine training needs of individual groups; and intensive in-plant training over a five week period for a minimum of 20 hours.

2. The model employs many of the traditional techniques and tools in group process. However, the dynamics of each group are more strictly guided and controlled than in laboratory or "sensitivity training".
3. A team composed of a Black and White trainer worked with the training group to achieve the involvement of both Black and White participants and to create an environment in which concerns about race relations can be dealt with openly and honestly.
4. The program is structured in such a way as to provide laboratory experiences for those participants who are ready to learn and to protect those who are not willing to commit themselves to such learning experiences and yet can benefit at a conceptual level.
5. The training model provides feedback mechanism to management in terms of the group's progress in team structure and effectiveness; feedback is also provided in terms of the group's perception of peer groups and subordinates. Organizational development research data is generated out of the training program.

6. Participating managers have an opportunity to learn human relations skills in conjunction with management task skills. The program assists managers and supervisors to synthesize task and relation orientations into more effective management styles.

These feature evolved out of SUI experiences with groups of supervisory and management personnel. The individuals who came to the training process were largely characterized as heavily value-ladened and middle-aged. They had very limited exposure to supervisory training and development of any type. They were highly suspicious of cross-cultural training and were highly oriented to structured activity.

Many of those who had previous experience in interpersonal training programs tended to over-react negatively, producing "backlash." Instead of such training being a beneficial experience, they expressed concerns about their diminishing cross-cultural supervisory effectiveness. Finally, these "trained" individuals expressed hostility toward human relations training.

The unique features of the training model were developed to deal with such groups. The program permitted gradual self-exposure to change. The participants became "safely" involved and received training more positively. Cross-cultural biases were more easily diminished. Flexibility became a more acceptable value. Individual values were modified as participants adapted to more effective human relations and communication behavior patterns.

The racially integrated training team provided elements of reality testing, exposure to new behavior between Black and Whites, reinforcement for new learning and the necessary "push" toward modified behavior.

Figure 15, Human Relations Training and Development Program Curriculum, shows the ten session model developed for changing organizational climate.

HUMAN RELATIONS TRAINING AND DEVELOPMENT

	TOPIC	OBJECTIVES
Session #1	Welcome and Orientation	Trainer - participant involvement, commitment to program goals
Session #2	Inventory on Communication Skills	Self-analysis on communication skills and commitment to cross-cultural and interpersonal learning
Session #3	Inventory on Human Relations Skills	Self-analysis on human relations skills and commitment to content and process of learning new skills
Session #4	The Styles of Management	Self-analysis and feedback on managerial behavior and commitment to more effective styles
Session #5	Exercise in Management Styles	Resolving concerns about experimenting with more effective management styles
Session #6	Self-Perception vs. the Perceptions of Others	Resolving concerns about race relations as they effect managerial behavior
Session #7	Team Styles Diagnosis	Developing team style analysis skills and improving team effectiveness
Session #8	Style Perceptions of Subordinates	The effective use of feedback from subordinates in determining management situations
Session #9	Management Style Expectations of Subordinates	Transferring program skills to work situations
Session #10	Evaluation	Assessing future personal and professional learning needs

FIGURE 15

A state agency of 1100 employees, in which this training program was conducted, has since requested that SUI conduct similar programs for all of its management and professional staff - a group totaling about 500 employees.

G Projections for Future Development of HIT

Many of the limitations which SUI identified in applying the HIT concept can be eliminated in the future through further development and application of upgrading techniques. SUI found HIT to be a valuable model within which low/skill, low/wage workers can be successfully upgraded. However, the limitations placed on this upgrading process seem to be serious enough to warrant further study before HIT can be broadly and successfully applied as an industrial upgrading model.

Those limitations include the following:

1) The climate of the employer's organization.
2) HIT programs conducted apart from a carefully developed plan for career mobility.
3) Inadequate commitments from industry and business for the development of their training personnel.
4) Insufficient resources for quality application of manpower development and training in a large metropolitan area.

Most of the organizations in which SUI worked lacked a hospitable climate for the training and development of low/skill, low/wage workers. It was not uncommon for the training consultant to feel that what had been accomplished with trainees in the program was destroyed very quickly in the work setting. In that setting, workers faced the alienating world of the non-humanistic Theory X, classical organization which was at best a system of "antagonistic cooperation", and at worst simply antagonistic. In such a climate, the worker who was in trouble could hardly find the kind of therapeutic integration which would allow him to experience success and achievement.

The development of the HIT concept was further limited in that SUI never had ample opportunity to explore career mobility through a series of interrelated HIT programs. Programs were designed and delivered in isolated organizations and isolated work units within the same organization.

SUI also found that upgrading techniques were viable within manpower development only in so far as employers were willing and able to gear their personnel to the demands of training for upgraded jobs. A consulting firm such as SUI should be capable of "getting the ball rolling" without expending all its efforts and resources in being the training agent as well as program designer.

The upgrading model is also limited by the size of a company. Small companies probably have neither the resources nor talent to develop the type of in-house training capability demanded for effective High Intensity Training. Even if materials were highly structured and programmed, it seems doubtful whether workers could be effectively upgraded by their company without the continual presence of a training consultant.

Based upon these perceptions of the limitations of the present HIT model, SUI has been able to make some projections about the future development and application of upgrading techniques. These projections include the following:

1) If HIT is to have lasting and significant effects on the development of free labor markets, organizations in which programs are designed need to develop to a point where humanistic concerns have some priority along with technological ones. Employee training and development as envisioned in the upgrading technique requires a sound philosophical and practical commitment from a company, especially in view of the demands placed upon it by the manpower revolution. An upgrading agent should be capable of providing organizational development programs to companies who have manpower problems.
2) If the upgrading technique is to be understood and tested adequately, it should be applied intensively and extensively in one organization with a research design to study how HIT works within a plan for the career mobility of a large work force. This sort of application

would provide a wealth of data for studying the effects of HIT in such areas as retention, turnover, and organizational climate.

3) If upgrading techniques are to be broadly applied, private and public sector employers will need assistance in developing in-house training capabilities. Their training staffs need to be recruited, selected and trained in the use of industrial services including areas of manpower analysis, program development and training techniques.

4) If the development of free labor markets through an active implementation of manpower policy is to occur, state departments of employment security need to develop capabilities in manpower development through employee training at least equal to those developed in SUI. Industrial service representatives of these state agencies should be capable of providing at least the smaller companies with consultation in training for upgraded jobs.

This section on Services Provided has attempted to give the reader some basic information to enable him to draw some conclusions about the upgrading technique used by SUI. It has also suggested to the reader that the future of upgrading is promising, though admittedly difficult. It has also suggested that these difficulties should not be dismissed lightly. Upgrading the low/skill, low/wage worker was and will continue to be a difficult, risky and even delicate process requiring highly technical and professional expertise. The mass production of that kind of expertise seems to be unlikely. What upgrading can least afford is "reinventing the wheel." What it can best afford is building on present manpower personnel, organization and data.

VII

sales and public relations

Skill Upgrading, Incorporated realized in the beginning of its operations the necessity for an intensive sales and public relations campaign. The Marketing Division, under the coordination of its Director had the job of mounting an effective campaign. He had to find employers most in need of SUI services and obtain commitments from them as quickly as possible.

The existence of real needs was one thing. Educating employers to realize the critical nature of their needs was another element which lent itself to the patient and professional enlightenment of those who had remained in the dark about the manpower revolution going on in their midst. It took some time for the Marketing Division to develop a campaign which could penetrate an essentially insensitive milieu. However, SUI was ultimately able to speak of marked success in its sales and public relations campaign.

Some of the factors which contributed to the initial difficulties in marketing High Intensity Training were those pertaining to pre-operational planning and activities. Among these contributing factors were:

1) Lack of market research.
2) Lack of a Baltimore area field testing of the product.
3) Lack of an adequate marketing plan which would precede a successful sales effort.

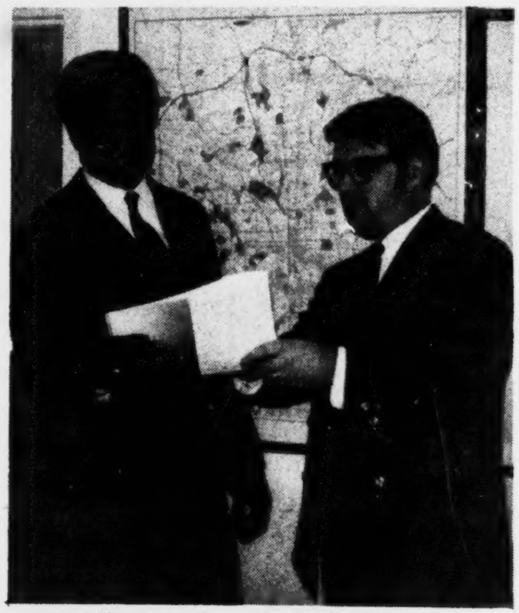
The frustration which SUI experienced at first in "selling" its services could have been minimized. Market research, field testing of the training model and a marketing plan should, in retrospect, have been necessary preliminaries to the staffing and full operational status of SUI.

The formulation of a marketing plan would have resulted in a less threatening approach to the employer who, it seemed, was customarily reluctant to have dealings with organizations affiliated with the Federal establishment. The manner in which the upgrading concept was, in fact, presented initally to the employer was suspect. The HIT program was presented in such a way as to make it appear that there were no direct service costs but that the employer would be required to sustain indirect costs. The assumption was that this manner of presenting the program could hardly be construed as a poverty agency "pitch". The hard reality was that employers refused to discuss the matter further once the mention of indirect costs was made. This problem of an untested assumption was further compounded by the pressures to secure training contracts (agreements with employers to upgrade their workers). Consequently, too little attention could be given to the formation of a marketing plan that would result in "sales".

Groping for months in a labyrinth of loosely and misdirected approaches, the Marketing Director finally set about developing a well thought-out guide for sales and public relations. The temptation to plunge head-first into direct sales efforts was put aside in favor of drafting the necessary preliminaries. At this juncture, promotional materials for marketing presentations were designed. An attractive brochure, educational view graphs and adaptable demonstration kits were developed.

Marketing in SUI took on the flavor reminiscent of industry. "Cold calls" by telephone, direct mail and referrals by members of the SUI Board of Directors and other persons were utilized effectively.

The marketing plan was later altered to eliminate direct mailing techniques and concentrated on cold calling and referral methods. The strategy in using these methods was to abolish the effort to disquise the free cost aspect of the program. The Marketing Division chose the path of simple honesty. SUI's route to the employer was a direct and simple affirmation that SUI did indeed exist as a very real and significant entity and that its services were available to him simply for the asking. The employer, once insensitive to the manpower



revolution in which he was a very real participant, began to sense that there were some answers to his once vague uneasiness--that there were problems which he could come to grips with, given the kind of assistance which SUI was offering.

In conjunction with this new approach, SUI also launched an extensive radio and television campaign. It used many stations offering free air time to make the community more aware of SUI's existence.

During this reporting period, the Marketing Division made more than 849 contacts in the Greater Baltimore area. 600 of these were "cold calls", with radio and television contacts accounting for another 200. The balance was in the referral category.

At the end of October, 1969, SUI discontinued its active sales efforts. Employer commitments were sufficient to conduct full training staff operations through the end of the contract period. The Marketing Division did, however, continue to meet with businessmen who contacted SUI expressing interest in High Intensity Training. These efforts would guarantee rapid start up should a new contract extend SUI's operations into still another successful period. During this 2 month period, the marketing plan was broadened and improved to insure that the necessary preliminaries would be accomplished before mounting any sales effort under a new contract.

At the completion of the present contract period, SUI needed to conduct 15 upgrading programs to achieve original contract objectives of training 350 low/skill, low/wage workers. The marketing of HIT programs left SUI short of full accomplishment of objectives by almost 150 workers. The following Figure 16, The Marketing Design, shows a history of program activities which, it would seem, closely relate to effective marketing design.

This figure represents low and peak sales activity effectiveness. From July through September, 1968, some preliminary marketing activities were carried on by Skill Achievement Institute staff: and later during this period some key SUI staff participated. However, the final weeks of September were devoted to an in-service training program of the SUI staff in Great Neck, New York conducted by the Institute.

The low and peak effectiveness of sales activities shown in this figure reflect on the one hand, the lack of effective pre-operational planning and activities; and, on the other, the ability of SUI to devise and set in operation an effective marketing plan which resulted in successful sales of SUI services. What proved eventually to be marketable services could have been marketable from the beginning of SUI operations with even a minimally effective pre-operational effort by the Institute. Hence, that sort of pre-operational work fell largely on the SUI staff which should have been engaged in accomplishing its contractual work objectives.

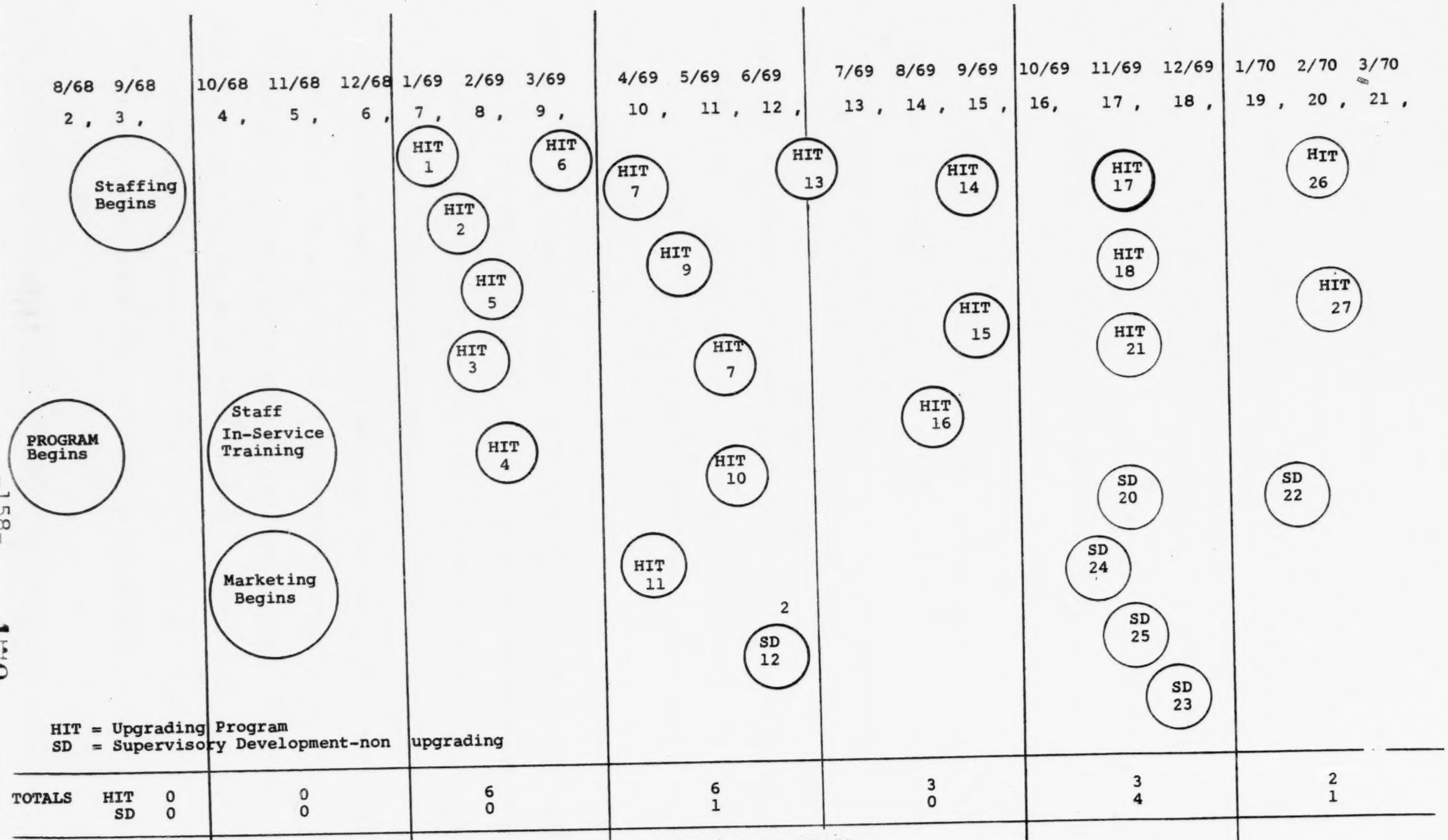

8/68 9/68 10/68 11/68 12/68 1/69 2/69 3/69 4/69 5/69 6/69 7/69 8/69 9/69 10/69 11/69 12/69 1/70 2/70 3/70
2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12 , 13 , 14 , 15 , 16, 17 , 18 , 19 , 20 , 21 ,
Staffing Begins
PROGRAM Begins
Staff In-Service Training
Marketing Begins
HIT 1
HIT 2
HIT 5
HIT 3
HIT 4
HIT 6
HIT 7
HIT 9
HIT 7
HIT 10
HIT 11
HIT 13
2
SD 12
HIT 14
HIT 15
HIT 16
HIT 17
HIT 18
HIT 21
SD 20
SD 24
SD 25
SD 23
HIT 26
HIT 27
SD 22
HIT = Upgrading Program
SD = Supervisory Development-non upgrading
TOTALS HIT 0 SD 0
0 0
6 0
6 1
3 0
3 4
2 1

FIGURE 16 - THE MARKETING DESIGN

During the first week of October, 1968, its staffing completed, SUI began its marketing activities. Coming at what seemed to be a most inopportune time for employers' commitments to training in the face of peak year-end activities, this marketing effort failed to result in any sales until January, 1969.

In the 3-month period of January through March, 1969, six HIT programs for upgraded jobs were successfully marketed; and for the subsequent period from April to the end of June, 1969, seven additional programs were sold, 6 of which were upgrading and 1 non-upgrading program for supervisory personnel.

Only 3 HIT programs were begun during the summer and early fall (the period from July through September, 1969). This was a period during which employers were scheduling vacations and also a time when a new SUI marketing director was hired (July, 1969). Having received his orientation, this new staff person almost immediately sold 3 HIT programs, partially accounting for the upsurge of training activities in the latter part of this period.

The reader will recall that during the next period, a decision was made to curtail marketing of all training programs because of the impending termination of contract period. Hence, the period of late fall and early winter (October-December, 1969) was a peak period of marketing success in view of the fact that the marketing effort had to be aborted at the end of the first month of that period.

January through March, 1970 was an extension period granted by the United States Department of Labor in two separate actions——one, extending organizational life through January and two, extending that life through March, 1970.

During the first extension, time pre-empted any decision to renew the marketing of upgrading programs. With the second extension of two months' duration, SUI managers decided to deliver training services to 3 employers who had previously committed themselves to training.

An overview of SUI's marketing effort is one characterized by destructive forces of low ebb and positive forces of peak marketing efforts. The latter brings with it the confidence that the continued success of SUI is a tangible reality for positive impact on the manpower problems of the Greater Baltimore Metropolitan Area.

VIII
research projects

Three research studies were carried out by Skill Upgrading, Incorporated in this reporting period. Key to these studies was an examination of short and long-range effects of High Intensity Training, in both its positive and negative aspects. Another purpose of this research was to add knowledge to the growing body of literature in the manpower field.

Evaluations were made of the degree of success attained by HIT in achieving its goals of training and upgrading as well as its effects on changing attitudes and behavior. The focus of the first two studies was on the immediate impact of HIT. One study, The Black Worker in a Black Owned Organization, sought to assess the impact of HIT upon black workers employed in the black-owned organization. This study also was concerned with the effects that the ownership and management of a company by blacks had on the black workers employed in such organization. Emphasis in the second study, Upgrading Unskilled Workers to Supervisors, was placed upon the success of upgrading low-skilled workers to supervisors and how attitudes can affect the success of employee training and upgrading.

The third study, The Worker Three Months After High Intensity Training, differed from the preceding two in that it dealt with the long-term effects of High Intensity Training. It attempted to assess the impact of HIT several months after the program has ended. One of the several objectives of this study was to learn about the permanency of upgrading.

SUI therefore embarked on a program of research that would provide insight into the worth of what it was doing and point to ways of improving its services. In studying the effects of its training programs, SUI tried to measure their impact not only upon the participants, but also upon the total organization, including non-trained workers, supervisors, and management. Finally, SUI sought to provide through its research additional information about the low-skill workers, his perceptions, his problems and his responses.

Methods of Research

The two studies which focused on the immediate impact of HIT used the case-study approach. This involved concentrating on a single organization and a single HIT program so that in-depth data collecting and interviewing could be done. The research plan consisted of collecting data both before and after a HIT program was conducted in order to make an assessment of the changes which might have occurred. The research technique selected to obtain most of the needed data was the personal interview. The interview questions were detailed and covered many subject areas, ranging from job attitudes to union involvement. Additional information was gathered through the examination of company personnel records and making systematic observations in the plant settings and in the training classes.

Similar methods were used in the third study on the long-term impact of training. Interviews and questionnaires were again used, but not the case-study approach. Instead, a large number of trainees in several different work settings in which training was conducted was studied. Although this method sacrificed some of the depth that was possible in studying a single organization, it did allow for a much larger number of trainees, supervisors, and managers to be interviewed and also permitted the study of the comparative impact of different kinds of training programs.

The Research Findings

Within the black-owned organization, HIT was found to have had a positive impact upon both workers selected for training and on the workers not selected for training. The program also gave management greater insight into their employees and the jobs they performed. The new skills appeared to improve the worker's self-perception of himself. Another immediate effect of HIT was an improvement in worker-supervisor relations. But it was found that the company did not provide salary increases to trainees upon graduation from the HIT program. This was found to have a negative influence, indicating that the HIT program requires the incentive of post-training wage increases in order to be fully successful.

The first study was also interested in the effects black ownership of a company had on black workers employed in it. It was found that because the company's ownership and management was black, the black workers were unusually highly motivated and had a strong attachment to the organization. They also possessed very high job aspiration and expectations. Finally, the fact that the entire company was black facilitated communications between management and workers.

In the second study, it was found that unskilled workers could be successfully upgraded to supervisory positions in the short period of five weeks. It was also discovered that the supervisor's superior played an important role by their acceptance or rejection of their workers in their new supervisory jobs. A negative reaction by supervisors can generate a hostile reaction in the whole department. The study also found that the workers tended to be more satisfied with and interested in their new jobs than they were with their previous jobs, and that they had better relations with their co-workers. The training in communication skills and interpersonal relations may have accounted for the improved aspect of the program as being even more useful than the more technical skill training.

Another important finding of this study was that the HIT program had certain adverse effects upon the workers who did not participate in it. Their morale decreased, they felt less valuable to the hospital and they saw themselves as being less respected by their fellow workers. While this was occurring, supervisor attitudes toward the program, which were highly negative in the beginning, improved. After training they believed that the program had gone a long way toward increasing the efficiency of the department.

The long-term effectiveness of High Intensity Training was found in the last study to be as substantial as its immediate impact. The better salaries and higher responsibilities that trainees received upon graduation from the program stayed with them. In some instances they were even given a second promotion.

With several months of experience in their new jobs, most workers found the things learned in the program to be useful in doing their work. As a result, they were very enthusiastic about participating in a similar program if such were offered. Skill training was seen as the item learned in the program that had the greatest long-term usefulness. In many cases it had helped to instill confidence in the workers.

A majority of trainees reported that their lives away from the job had improved as a result of the program. Some felt that they now received more respect from their families and friends, while others thought that they had developed a new outlook on life as well as a better understanding of people.

Both workers and supervisors, in reflecting on the training program, felt it had brought a more cohesive relationship between them. Supervisors felt that the immmediate impact of the program in improving the quantity and quality of work produced in their departments did not diminish as time passed, nor did workers' attendance and punctuality.

Application of Research Findings

The application of the research findings proved to be of particular value in improving the success of later training programs. Based on research recommendations, added emphasis was placed on interpersonal relations and communication skills development in the training of workers for supervisory level positions. Also, orientation sessions for existing supervisors were introduced. This was done to help supervisors accept the upgrading of low-level workers. These sessions have proved helpful in reducing tensions and hostilities that often develop in companies when large-scale upgrading takes place.

Better methods for conducting job task analyses were another product of the research. Also developed, based on the research, was a new approach used by SUI trainers involving the utilization of company communications such as newspapers and bulletin boards to distribute information about training programs throughout the company. This helped to lessen tension and resentment between trainees and non-trainees.

The research done on the black-owned company has had some interesting applications. Techniques of management developed and used successfully by black companies, especially motivating techniques, have been applied to white companies to improve the performance of their black workers.

Finally, valuable data leading to the improvement of High Intensity Training as well as to the betterment of other training programs has resulted from SUI's research projects.

appendices

APPENDIX A

MANPOWER ANALYSIS (MPA) IN THE PUBLIC AND PRIVATE SECTORS

1. Introduction

Skill Upgrading, Incorporated is committed to the research and development of Human Resources. Its vantage point is the reality of the here and now. From a sound existentialist point of view, it is interested in antecedents and origins in the assessment of factors and forces---at once social, economic intellectual and cultural---to answer the questions relative to existing conditions now. SUI's analysis of the present is inclusive of its understanding of the past, realistic proposals for the present to achieve clearly defined goals in the future.

Manpower Analysis plays an important role in exploring these antecedents, in identifying the forces and determinants of an organization, and in developing/implementing a proposal best suited to achieve specific goals of skill achievement, career development, occupational growth, upgrading and the over all effective utilization of manpower compatible with personal growth and the intrinsic dignity of the individual.

A) What is manpower Analysis?

Manpower is, first of all, the individual and/or collective capacity for productive work. It is both career potential and on-going occupational activity. For the individual, it is the process and the totality of the reality delineated by the hypothetical learning curve (Figure 1). This, however, has meaning only when sub-

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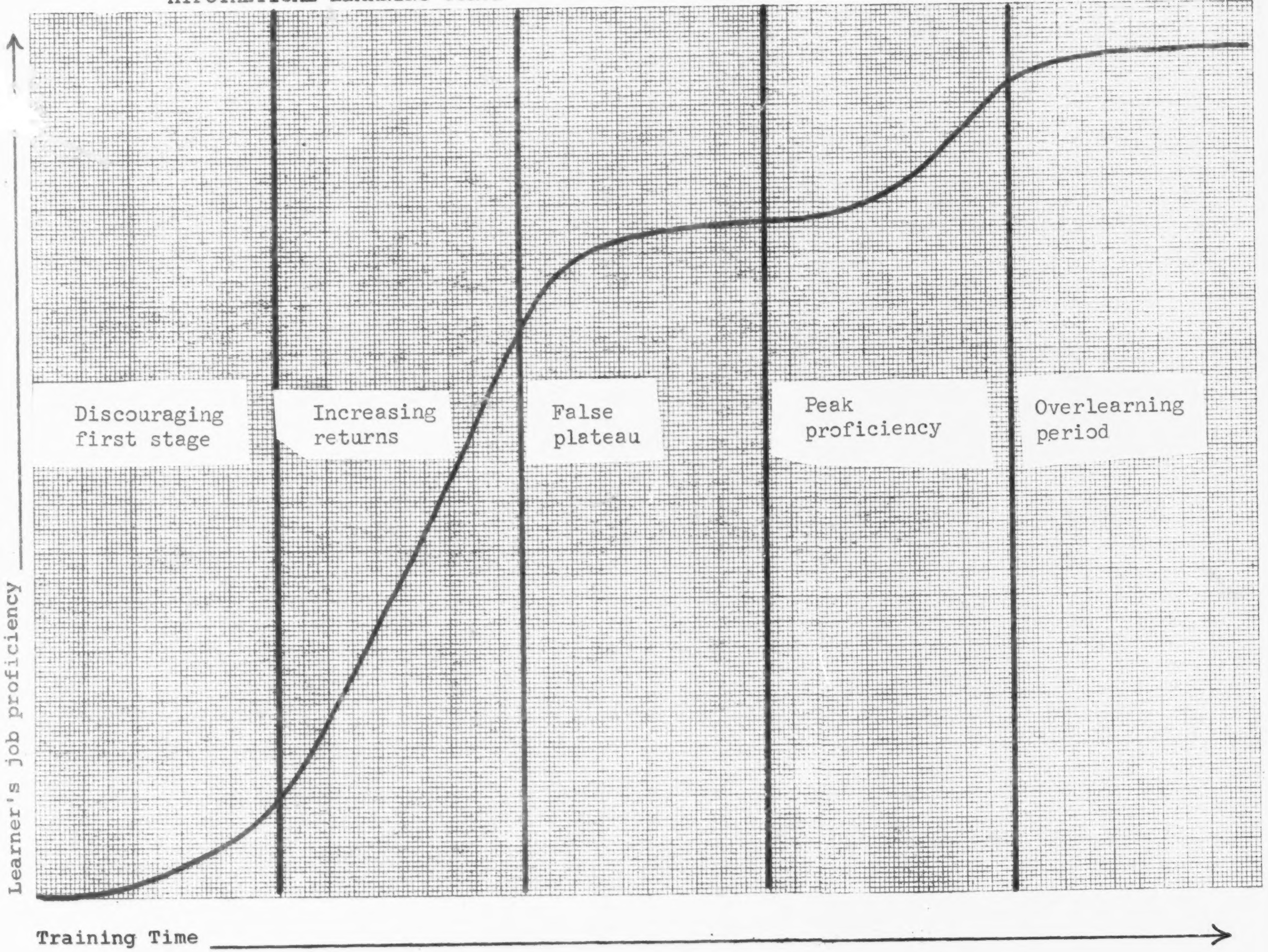
HYPOTHETICAL LEARNING CURVE FIGURE I



sumed socio-economically as Human Resources Development.

Manpower analysis is total social research of an organization's strategy and logistics as a means for determining its use-misuse of human resources so that responsibility for their maximum utilization may be identified. Hence, MPA is compelled to clarify not only abstract policies and goals but also to evaluate total operations in casual relationships that uphold the intrinsic worth of the human person and the primacy of the individual. Administration that is production-sales oriented should not forget that beyond material profit are more important gains in human values that cannot be sacrificed or ignored. MPA is intended to unravel the intricate workings of an organization in its management of people in terms of communication, leadership, hiring, training, retention and career development of all personnel, but especially the working disadvantaged, inclusive of the organization's responsibility to the employable poor. The foregoing is less a question of special treatment as a question of priority. Maximum utilization of manpower requires such a discipline, and where Federal, State and Local legislation have become explicit in defining those, it would not just be foolhardy to ignore them but outright irresponsible.

B) Public and Private Enterprise

SUI is ready to work with any kind of organization in the public or private sectors, inclusive of the quasi-public or semi-private organizations whose complexity defy any simplistic categorization.

Figure II is an attempt to contrast and compare, on the one hand, the purely product-oriented, profit-making and privately owned organization and, on the other hand, the service-oriented, non-profit making, publicly-owned organization.

Organizations, whether founded by the free choice of private citizens or instituted by the legal arm of civil power, are really more alike than dissimilar. They meet on equal terms as an employer in the labor market of a free and democratic society. They have the same responsibility to the people to justify their existence in terms of equal opportunity for employment, safe working conditions, equitable salaries and incentives as a form of profit sharing. Confronted with the same problems of organizational development which is rooted in an organization's ability to promote personal growth and interpersonal competence, they must both seek timely solutions---but especially along six cardinal problems hypothesized below:

1. (Integration) Bureaucratic tensions would be eased and organizational goals realized if the latter were integrated with individual needs.

ORGANIZATIONAL ELEMENTS	OWNERSHIP	
	PUBLIC	PRIVATE
PROFIT	Non-profit	Profit-making
PRODUCT	Usually a SERVICE	Usually a PRODUCT
MARKET	Legal	General Consumer
INSTITUTIONAL FOUNDATION	Legal	Charter, Organizational
HIRING	Civil Service	Local Personnel Practices
STRUCTURE	Bureaucratic	Non-bureaucratic
CONTROLS	Legal Statues	Profit-oriented Logistics
INCENTIVES	Seniority	Performance
JOB STRUCTURE & FUNCTION	Classification	Roles
COMMUNICATION	FORMAL, thru channel, red tape	INFORMAL, direct resourceful
PHILOSOPHY	Essentialistic	Existentialistic
THEIR FUNCTIONS	Behavioristic	Pragmatic

FIGURE II: Public and Private Enterprise Contrasted

2. (Delegation) Delegation of authority is a sharing of both responsibility and power; where only one is distributed, incompetence, coercion, confusion and ambiquity will follow.
3. (Esprit-de-corps) Collaboration and competition are incompatible unless adequate leadership is provided and individual needs are recognized and fulfilled in terms of increased specialization, professionalization, support and interdependence.
4. (Flexibility) Adequate functioning require the definition of routine tasks, less in terms of rigid control of the environment, and more in terms of providing alternatives and general guidelines for dealing with contingencies and with environmental factors that are essentially turbulent and less predictable.
5. (Communication) Clarity, consensus, and commitment to organization goals is less a question of conformity than one of effective communication and basic respect for meaningful dissent and innovation.
6. (Revitalization) Growth and decay are essential to change. Stability is not to be found in providing for a future similar to the past but in the integration of more timely technologies, tasks, manpower, raw materials, norms, goals, values and perspectives.

C) Target Area and Population

Although SUI considers the Baltimore Metropolitan area its primary field of operations, all organizations wherever feasible, are eligible for "people services" from SUI. The nature of an organization's needs, rather than geographical location, is the determinant of the extent of SUI operations to help organizations assume a greater share of their responsibility to uphold human values, develop human resources and establish a priority on hiring, training and upgrading the employable and disadvantaged poor.

D) Towards a MPA Model

Manpower analysis, as conceived in this report, can be executed in three ways. First, in the strict sense, it is the study of man and job. It answers the question: How is manpower being utilized? Second, in a deeper sense, it is the study of an organization on the problematic assumption that central to organizational development is maximum utilization of manpower. It answers the question: Which people are best suited to particular jobs and vice versa. Third, and finally, in the widest sense, it is total research of the working man's life space in time and place. The organization is the immediate economic setting of his home and family. The peripheral influence of the labor-market and of society as a whole on the kind of life he lives serves to underscore the need for such an approach to answer the question:

Has he the skills required for full employment? How is society directing the acquisition of these skills and utilizing them effectively?

The quality, extent, usefulness, and success of manpower analysis will summarily be based on its degree of success in the perspectives described above, viz. that the human factor in economic life is not peripheral but central. The apex of manpower analysis, as conceived in this report, is that study carried out according to the general principles of reality therapy and contemporary psychology. The conception of man that is simplistic and shackled to the classical categorization that he is primarily a free, rational, conscious, calculating, pleasure-seeking animal that will invest as little of himself in work for the most he can get out of it, has no place in modern society.

Contemporary industrial psychology has accepted the assumption that man is a complex integrative organism responding simultaneously to internal and external forces that can be woven into a need system which discriminates basic drives from adjustment mechanisms and orientations. Although the personalities that people develop are initially conditioned by their developmental experiences in infancy and childhood, and although these are reinforced and modified by subsequent experiences in adolescence and adulthood, the human person is essentially pliable, and human development remains a dynamic encounter with reality and is forever characterized by his ability to learn and adapt, and achieve a certain degree of mastery of himself and his environment.

Manpower analysis should play a significant role in determining what environmental opportunities hold for man so that he may release his potential and unique genius into learning skills and acquiring competence for the full unfolding of his genetic potential. His work, as a complement of his family life, is as complete an expression, as he can make it, of his interests, aspirations and values. In a democratic society dedicated to his transformation, MPA is the task of taking a positive stand for a constructive use of human resources and broadening opportunities for full employment. MPA, as an analytic tool of human resources development, is essentially a commitment to confront man with realities and truths because in these alone is safety, courage, wisdom and hope.

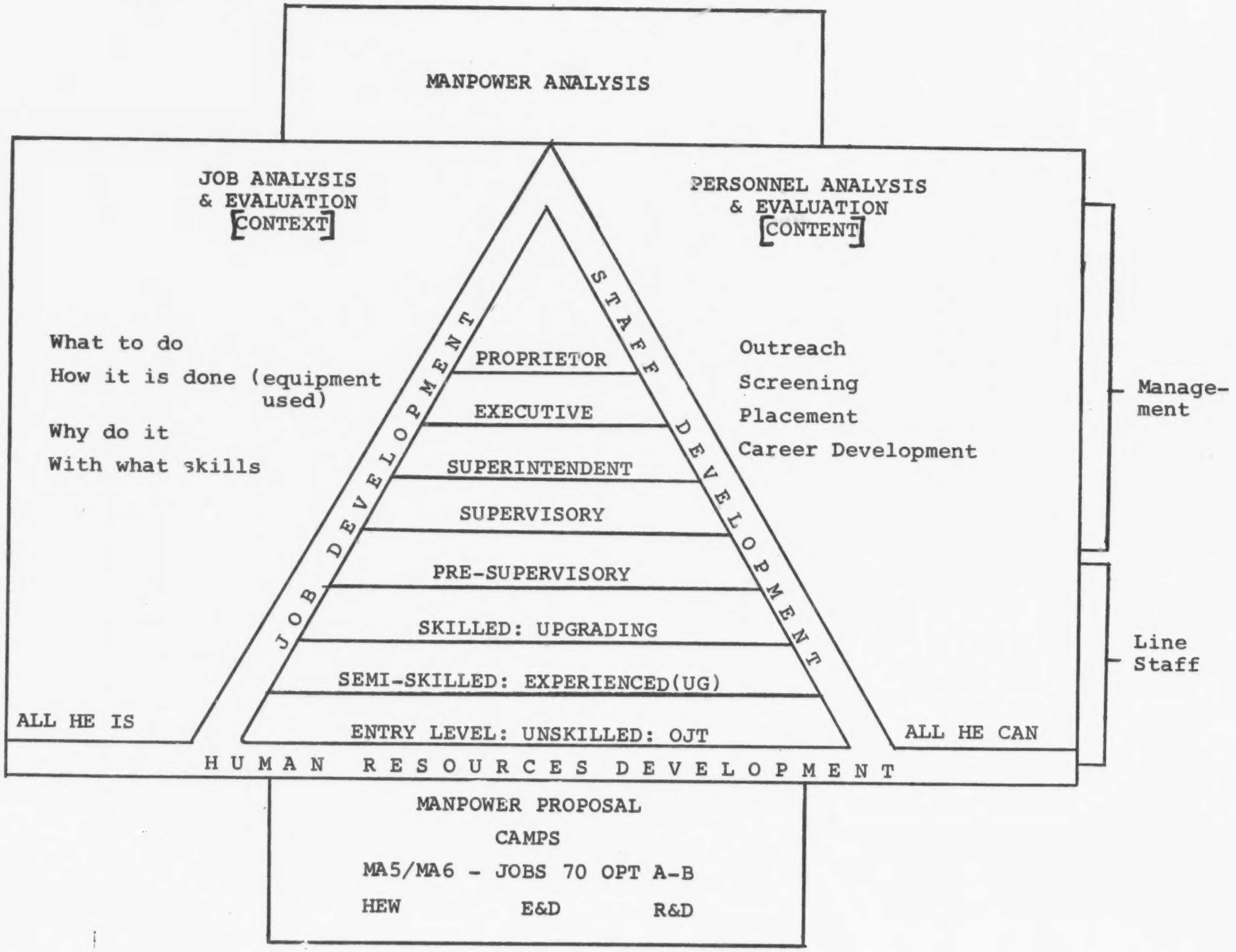
II. MPA Perspectives: Developing a Model

Three models are presented below for further study and elaboration. Although SUI works on short-term contracts, its services are juxtaposed to specific manpower needs and organizational development of the contracting sector. Where an establishment has started with the premise that its needs are extensive and range from unskilled to skilled a more in-depth analysis is in order. For MPA to do the job, it must establish a perspective, the dimensions of which will be demanded by the nature of the needs and subsequent use of data gathered from MPA. The less technical the need, the less extensive and briefer the analysis; the more technical and specialized the need, the more extensive and longer-term and complex the analysis. This means MPA could range from a mere visit and unit-study, through a more comprehensive departmental analysis, to a long-term, in-depth organizational research. The models offered below are in conjunction with such an approach. They range from a simplistic bifocal approach, or a more comprehensive organizational analysis that can be executed partially or totally, to a more sophisticated, more comprehensive type analysis requiring interdisciplinary expertise.

A) Bifocal (Man-Job) Outlook: Industrial Services Model (Figure III)

The structure of services described in the Industrial Services Handbook are the ones immediately referred to in this model. In the hands of the manpower analyst, the tools and techniques of Industrial Services are employed bifocally, as the model design shows, to undertake a study of the job and man. His INTENT is one of strengthening the base of Human Resources Development: _First_ focusing on the job to study and evaluate all he is doing so that his job could be developed; _Second_, on the man, to study all he can do so that he may be fully employed and utilized to his utmost potential in the general design and mobility required by staff development.

FIGURE III: INDUSTRIAL SERVICES MODEL - BIFOCAL OUTLOOK


MANPOWER ANALYSIS
JOB ANALYSIS & EVALUATION [CONTEXT]
What to do
How it is done (equipment used)
Why do it
With what skills
PERSONNEL ANALYSIS & EVALUATION [CONTENT]
Outreach
Screening
Placement
Career Development
JOB DEVELOPMENT
STAFF DEVELOPMENT
PROPRIETOR
EXECUTIVE
SUPERINTENDENT
SUPERVISORY
PRE-SUPERVISORY
SKILLED: UPGRADING
SEMI-SKILLED: EXPERIENCED(UG)
ENTRY LEVEL: UNSKILLED: OJT
ALL HE IS
ALL HE CAN
HUMAN RESOURCES DEVELOPMENT
Management
Line Staff
MANPOWER PROPOSAL
CAMPS
MA5/MA6 - JOBS 70 OPT A-B
HEW
E&D
R&D

At this juncture, it is important to point out the singleness of purpose of this analytic intent--of matching man and job with the precision necessary for effective operations according to the skill levels described by the pyramid.

On the analogy of word analysis in the study of language, all a word can express is CONTENT; its precise meaning as expressed in a sentence, together with all the nuances of idiom, culture, voice, feeling, tone, etc... is CONTEXT.

In manpower analysis, Man is Content; Job, the Context. The full potential of man is never fully expressed at any particular job: there is always room for mobility---lateral, in the least; spiral or vertical mobility is the function of staff development.

A job is out of context unless viewed in the light of total operations. It is like a word that takes meaning and life only when communicated in a sentence. The appropriateness of a word, is a matter of context. It is not a man's fault if he is doing a useless job. MPA would show, in the full context of total operations, what jobs should be like if they aren't what they seem to be. It will delineate (job restructuring) job tasks according to a general design of job development collateral with staff development and compatible with individual and organizational objectives.

MPA, in its total outcome, is obstensibly a concrete manpower proposal. The real outcome, however is Human Resources Development--the total thrust of an organization, as a single wedge (Cf. pyramid), back into a nation's economy, into socio-culture relevance and life's mainstream.

In the bifocal outlook, it stands to reason why a man belongs to his job but cannot become a property of the employer.

So, too, the job belongs to the man without the imperative that, therefore, it is the worker who governs his employer and the worker alone can define his job. What is obvious is that the context of a man's job is definable by both employer and employee together, so that the actual extent of a particular job is in proper context. This is, in short, what Union, as representative of Labor (or the working man), bargains for when he sits down with Management.

B) Functional (Data-People-Things) Outlook: DOT Model

This model is an adaptation of the 3-D Management Process (R. Alec Mackenzie) design to the three categories ---data, people and things, in relationship to which all job functions are reduced by the Dictionary of Occupational Titles (DOT).

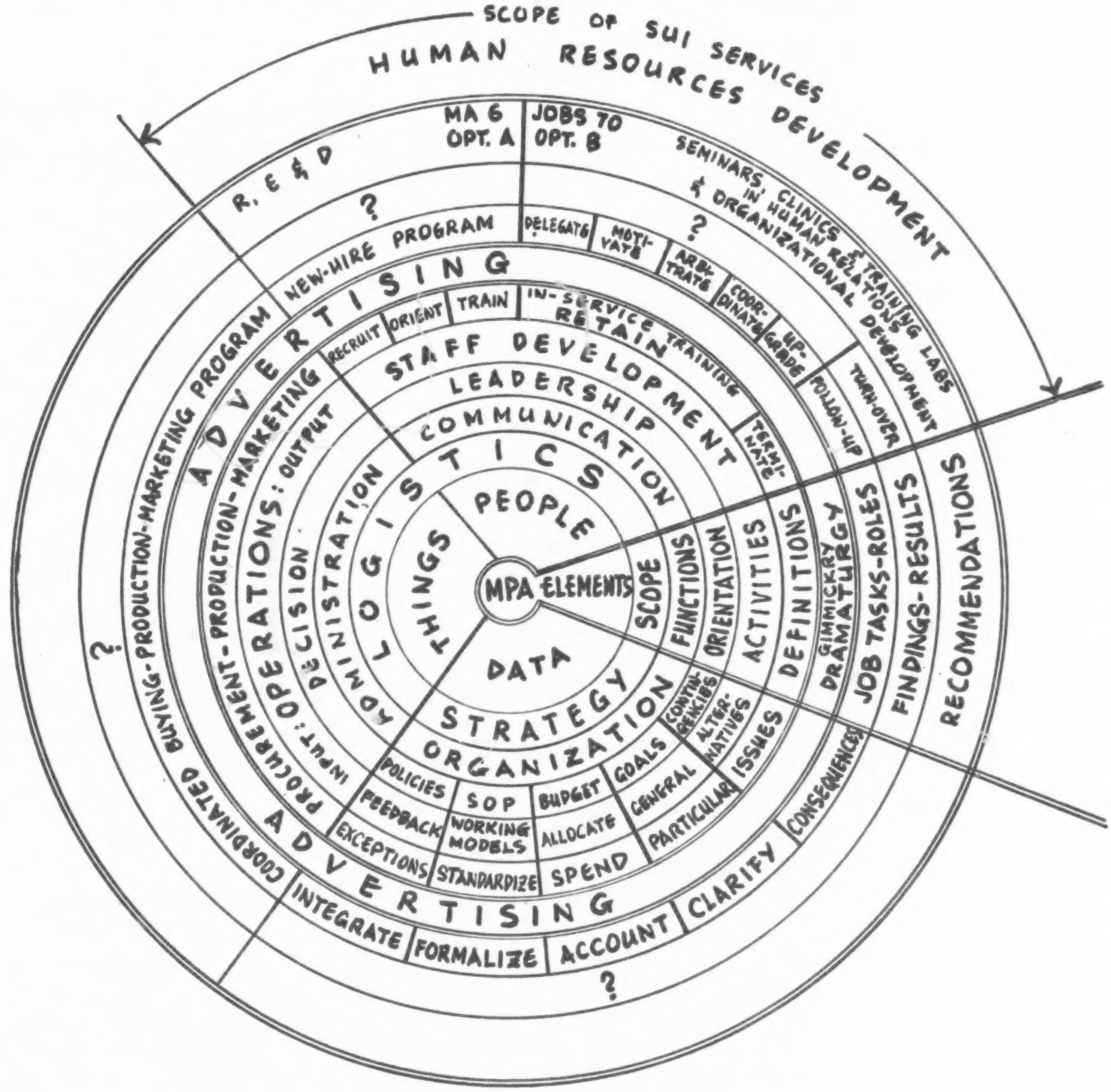

SCOPE OF SUI SERVICES
HUMAN RESOURCES DEVELOPMENT
MA 6 OPT. A
JOBS 70 OPT. B
R, E & D
?
SEMINARS, CLINICS & TRAINING LABS IN HUMAN RELATIONS & ORGANIZATIONAL DEVELOPMENT
?
NEW-HIRE PROGRAM
DELEGATE
MOTI-VATE
ARBI-TRATE
COOR-DINATE
UP-GRADE
TURN-OVER
FOLLOW-UP
TERMI-NATE
ADVERTISING
RECRUIT
ORIENT
TRAIN
IN-SERVICE TRAINING
RETAIN
STAFF DEVELOPMENT
LEADERSHIP
COMMUNICATION
LOGISTICS
PEOPLE
THINGS
DATA
MPA
ELEMENTS
SCOPE
FUNCTIONS
ORIENTATION
ACTIVITIES
DEFINITIONS
GIMMICKRY DRAMATURGY
JOB TASKS-ROLES
FINDINGS-RESULTS
RECOMMENDATIONS
?
COORDINATED BUYING-PRODUCTION-MARKETING PROGRAM
PROCUREMENT-PRODUCTION-MARKETING
INPUT: OPERATIONS: OUTPUT
DECISION
ADMINISTRATION
STRATEGY
ORGANIZATION
POLICIES
SOP
BUDGET
GOALS
CONTIN-GENCIES
ALTER-NATIVES
ISSUES
CONSEQUENCES
FEEDBACK
WORKING MODELS
ALLOCATE
GENERAL
PARTICULAR
EXCEPTIONS
STANDARDIZE
SPEND
ADVERTISING
INTEGRATE
FORMALIZE
ACCOUNT
CLARIFY
?

FIGURE IV: DOT MODEL---FUNCTIONAL (DATA-PEOPLE-THINGS) OUTLOOK

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It is not affirming that this model has acquired functional value or utility. At this stage, its value is more professional and academic. The design is conceived to embody all the elements of an interrelated process involving logical and sequential phases, scope, functions, orientations, activities, definitions, gimmickry, ojective setting of job tasks and roles, final analysis of findings and results, evaluative projections and feasibility recommendations.

1. Looking at the model (Figure IV), the core of MPA consist of three elements---data, people, and things. This means that everything can be reduced to a relationship with anyone of these.
2. The scope of MPA is a strategy and logistics. Strategy is the philosophy of an organization, its master plan or charter for achieving a clearly defined objective. Logistics is the consequence of this master plan and embraces the whole gamut of acquiring, transporting, storing and maintaining personnel, supplies, equipment, facilities, etc...
3. The natural outcome of these activities are broad functions of organization, administration and communication.
4. The operational orientation of these functions are identifiable, first, into policies, standard operating procedures (SOP), budget, goals, (objec-

tives) and contingencies; second, into administrative decisions (specificative, i.e., this, rather than that, in regard to things; third, into leadership (ordinative, i.e., hierarchial, in regard to people, according to a complex process governed by division of labor and greater or lesser share of responsibility and/or skill demands.

5. MPA indentifies the consequent activities of _first_, feedback mechanism, working models, budget allocations, general objectives, and flexible modes of coping with the contingencies of the market; _second_, high level, average, low-level operations, horizontal/vertical components of production flow; _third_, staff development.

6. These are in turn definable _first_, into exceptions, standardization, costing (spend), particularization, and issues; _second_, into procurement, production and marketing; _third_, into recruitment and orientation, training and career development (retaining suitable staff).

7. The exaggerations and gimmickries of an organization to itself (dramaturgy) and to others (advertising) express a truth that bear significant import in the actual analysis of job tasks and job roles.

8. The task of MPA is to clarify the total context of organization, first, in integrating multidimensional policies, in formalizing validated standards, in accounting for its spending, in clarifying its specific objectives, in accepting the consequences of its decision on contingent issues; second, in a coordinated buying, producing and marketing program; third, in an effective outreach, new-hire and in-service-training program.

9. The findings and results are the final outcome of a continuous process of analysis and correlation.

10. The recommendations embody the total results of needs-assessment process, providing the basic material for proposal writing and negotiation. This summarizes, in hypotheses form, the organizations' training needs in terms of limitations and priorities.

C) Psychological (3R/3P) Outlook: Reality-Therapy Model (Figure V)

Psychological postulates have always had economic corollaries. Given the premise that every man seek self-aggrandizement with the motivation to get himself involved as little as possible in his work for as much earning as he can get out of it, the economic corollary is to enunciate work in terms of a necessary evil. The best of the New Psychology, that admits its indebtedness

MPA (MANPOWER ANALYSIS)
REALITY THERAPY MODEL

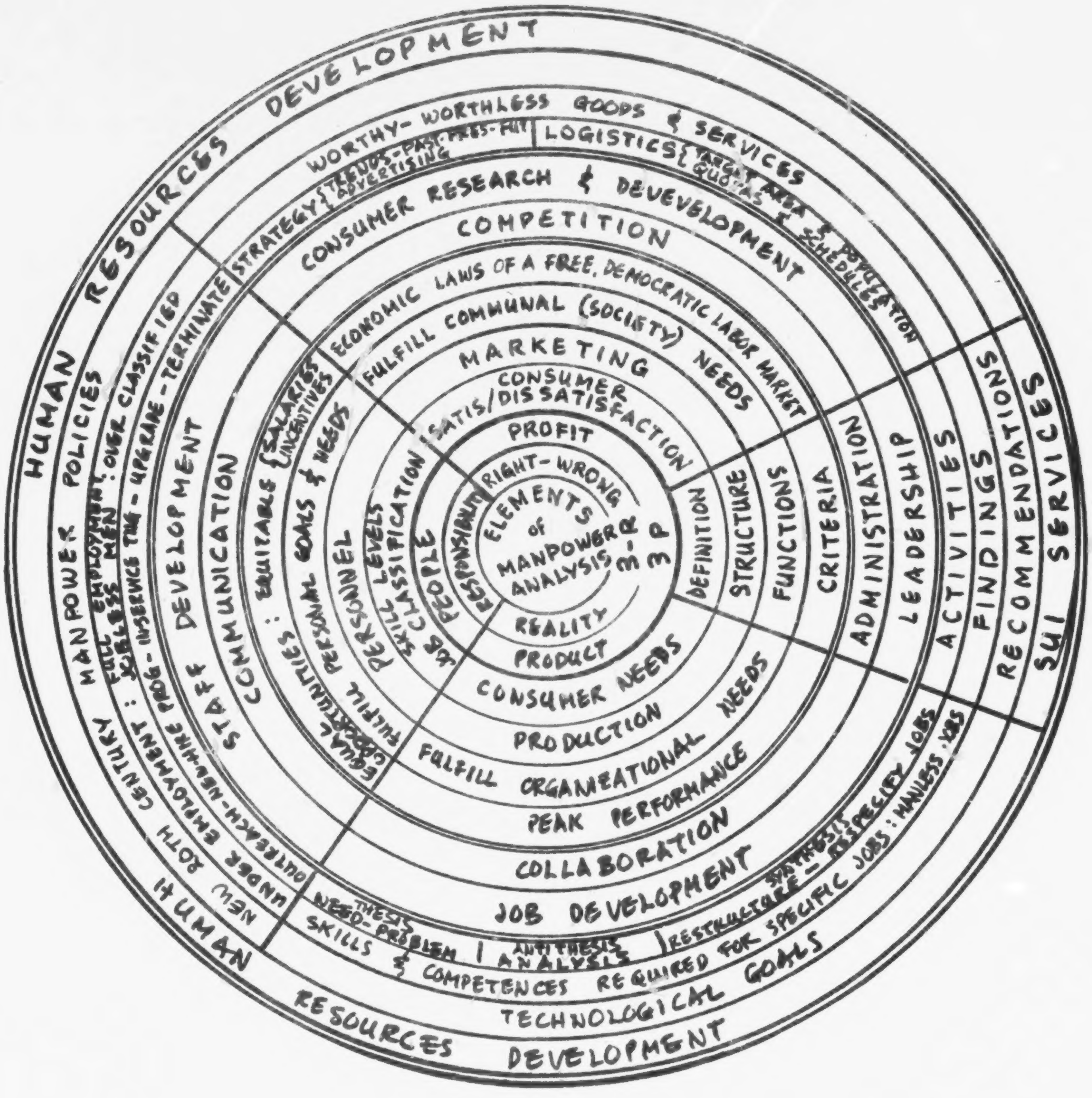
HUMAN RESOURCES DEVELOPMENT
WORTHY- WORTHLESS GOODS & SERVICES
STRATEGY { TRENDS-PAST-PRES-FUT / ADVERTISING
LOGISTICS { TARGET AREA & POPULATION / QUOTAS & SCHEDULES
CONSUMER RESEARCH & DEVEVELOPMENT
COMPETITION
ECONOMIC LAWS OF A FREE, DEMOCRATIC LABOR MARKET
FULFILL COMMUNAL (SOCIETY) NEEDS
MARKETING
CONSUMER SATIS/DISSATISFACTION
PROFIT
RIGHT- WRONG
ELEMENTS of MANPOWER ANALYSIS
3-R
3 P
REALITY
PRODUCT
RESPONSIBILITY
PEOPLE
JOB CLASSIFICATION
SKILL LEVELS
PERSONNEL
FULFILL PERSONAL GOALS & NEEDS
EQUAL OPPORTUNITIES : EQUITABLE { SALARIES / INCENTIVES
COMMUNICATION
STAFF DEVELOPMENT
FULL EMPLOYMENT: OVER CLASSIFIED / JOBLESS MEN
OUTREACH-NEW-HIRE PROG.- INSERVICE TNG - UPGRADE - TERMINATE
MANPOWER POLICIES
UNDER EMPLOYMENT
NEW 20TH CENTURY
DEFINITION
STRUCTURE
FUNCTIONS
CRITERIA
ADMINISTRATION
LEADERSHIP
ACTIVITIES
FINDINGS
RECOMMENDATIONS
SUI SERVICES
CONSUMER NEEDS
PRODUCTION
FULFILL ORGANIZATIONAL NEEDS
PEAK PERFORMANCE
COLLABORATION
JOB DEVELOPMENT
NEED-PROBLEM
THESIS
ANTITHESIS
ANALYSIS
SYNTHESIS
RESTRUCTURE - RESPECIFY JOBS
SKILLS & COMPETENCES REQUIRED FOR SPECIFIC JOBS : MANLESS JOBS
TECHNOLOGICAL GOALS

FIGURE V: REALITY THERAPY MODEL - 3R/3P OUTLOOK

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to Freud and the Classical Tradition but has broken off and struck out boldly on its own to meet the challenge of the time, is the school now known as Reality Therapy. Its concepts are so relevant and perlucid that we have applied them to the design of a third MPA (Figure V) model.

1. This model reduces the elements of manpower analysis to three correlative principles (3R/3P) ---Reality/Product, Responsibility/People, and Right-Wrong/Profit.

2. This means that MPA can proceed from the inner circle shown in the model, systematically to the periphery, identifying the business establishment by its product, the people responsible for total operations, and the worthwhileness of the whole venture for the organization as well as the consumer.

3. In defining these, the product may be viewed in a twofold manner---a) is it really what the establishment says it is (epistemology)?, b) on the law of supply and demand, is there a real need for it? Both questions relate to integrity---the integrity of the product and the people who make it.

In defining the people responsible for the product, the task is one of routing job analysis to clarify their hierarchical outlay according to skill levels. Job analysis is an analysis of people responsibility.

Profit is definable, consequently, on the same premise that it is the selling of a product of worth and as profitable to the consumer as it is to the marketing organization. The ethical issue is clearly along the same lines of integrity in selling a product for what it is worth.

4. Structures are man-made conventions and are identifiable as production (or its equivalent), personnel, and marketing.

5. Functions are the corresponding modal activities of the preceding structures according to their own respective objectives, goals and needs.

6. Criteria are the evaluative standards of performance for the use of administration. Thus, peak performance is the criterion on an administrative mode of collaboration on the production vector; equal opportunity, equitable salaries and incentives are the criteria for personnel administration on the mode of communication; economics and the laws of a free and democratic society are the criteria on a marketing mode of competition.

7. Administration is synonymous, not with management, but with leadership, and cuts all the way down from the top to promote staff, job and consumer development.

8. The activities are best defined in terms (a) of meeting production needs and solving problems that arise, accompanied by analysis and flexibility in the determination of specific job contents (job restructuring); (b) in a comprehensive personnel program of outreach, placement, promotion and termination; and, finally (c) in a comprehensive marketing program of market research (Trends: Past-Present-Future), strategy (advertising) and logistics.

9. Findings are immediately relevant to the recommendations proper to the various vectors (3R/3P) as they appertain to Human Resources Development.

A holistic approach is, therefore, obvious. It is imperative if findings are to relate part to part and parts to whole. Skills and competences for specific jobs are presumptive of the worthwhileness of the goods and services that provide context for jobs. It is at once an attempt to match men and jobs, reality with creativity. This model best demonstrates the magnitude of SUI operations under the standard of Human Resources Development.

III. MPA Process

A) The Manpower Analyst

As conceived here, the Manpower Analyst is central to SUI operations. Less like a cog and more like a flywheel, he is the stabilizing force behind all operations in research, training and development. How so? This is primarily a question of function and secondarily, of qualification.

The functions of the Manpower Analyst are best outlined thus:

1) Direct and undertake the compilation of data before actual field and on-site analysis.
2) Collect, evaluate, correlate and complete data during field survey or study.
3) Direct and organize data collected into an analytic report to show total process, documentation, findings and results, recommendations.
4) Collaborate with training department in identifying training needs and setting up particularized curricula.
5) Collaborate with research associate(s) in planning research design for longitudinal studies.
6) Advise, confer with SUI staff, outside staff and other officials/professionals in gathering data or sitting as a consultant (resource person) in the formulation of policies to meet validated needs.
7) Confer with proposal writer on implications of proposal design as it affects manpower planning

and other program activities (e.g. seminars, clinics, laboratories, marketing contacts, etc...)

Beyond the barest qualifications of (1) academic certification at the Bachelor's Degree level, (2) competence in doing basic research and writing reports and proposals, (3) related experience in personnel administration, manpower research, training and development, systems design and management analysis, (4) personal qualifications that guarantee ability to do collaborative work---beyond all these, the underlying question is one of professionalism.

From the standpoint of SUI operations, this is an issue of staff development. If it cannot hire manpower analysts with the professional calibre required for the job, it must provide in-service or vestibule training to its manpower analysts so that the inter-disciplinary demands of MPA are competently carried out. There is no doubt that occupational competence will minimally demand of the MPA formal educational completion of the requirements of the Bachelor's Degree. Beyond this, he must have the equivalent of a Master's Degree in Research, Manpower Training and Development. As a professional, he should seek out formal licensing and accreditation as a Manpower Analyst, establish not only supportive peer-in-group feelings, but also optimum standards of analytic work and personal conduct. He should strive to share and benefit from Research and Development information and work for optimum performance and the highest qualifications necessary to carry out MPA functions. In short, he must establish his competence with a clarity and force which would professionally establish him as a dynamic system in the hierarchy of organizational operations.

B) The Development of an Enchiridion for MPA

What is suggested here is the standardization and formalization of the analytic process into a handbook. When completed, this handbook will at once be a training manual as well as a workbook of procedures, techniques, checklist, and documentary mechanics. It will be developed in detail to cover three phases (parts):

Part I: The Analytic Process
Part II: The Analytic Report
Part III: The Analytic Uses of MPA

These phases (parts) may be outlined thus:

1. The Analytic Process:

   A. Preliminary Information
      ---Dun & Bradstreet Report
      ---Community Sources of Information
         1. Chamber of Commerce
         2. CEP, CAA, other Manpower Organizations
         3. ES, Compliance offices, Others

   B. Field Work
      ---6/1/1 Model of Data Gathering/Analysis/Feedback
      ---Identification of Key Staff
         1. Liaison Person, etc...
      ---In-Plant Orientation
      ---Organization Analysis
         1. Strategy
         2. Logistics
      ---Personnel Analysis
      ---Job Analysis
      ---Progressive analysis, testing and validation of working hypotheses, organization and completion of data
      ---Final analysis and completion of data

II. The Analytic Report

1. Documentation of Content
2. Organization
3. Mechanics (Format)

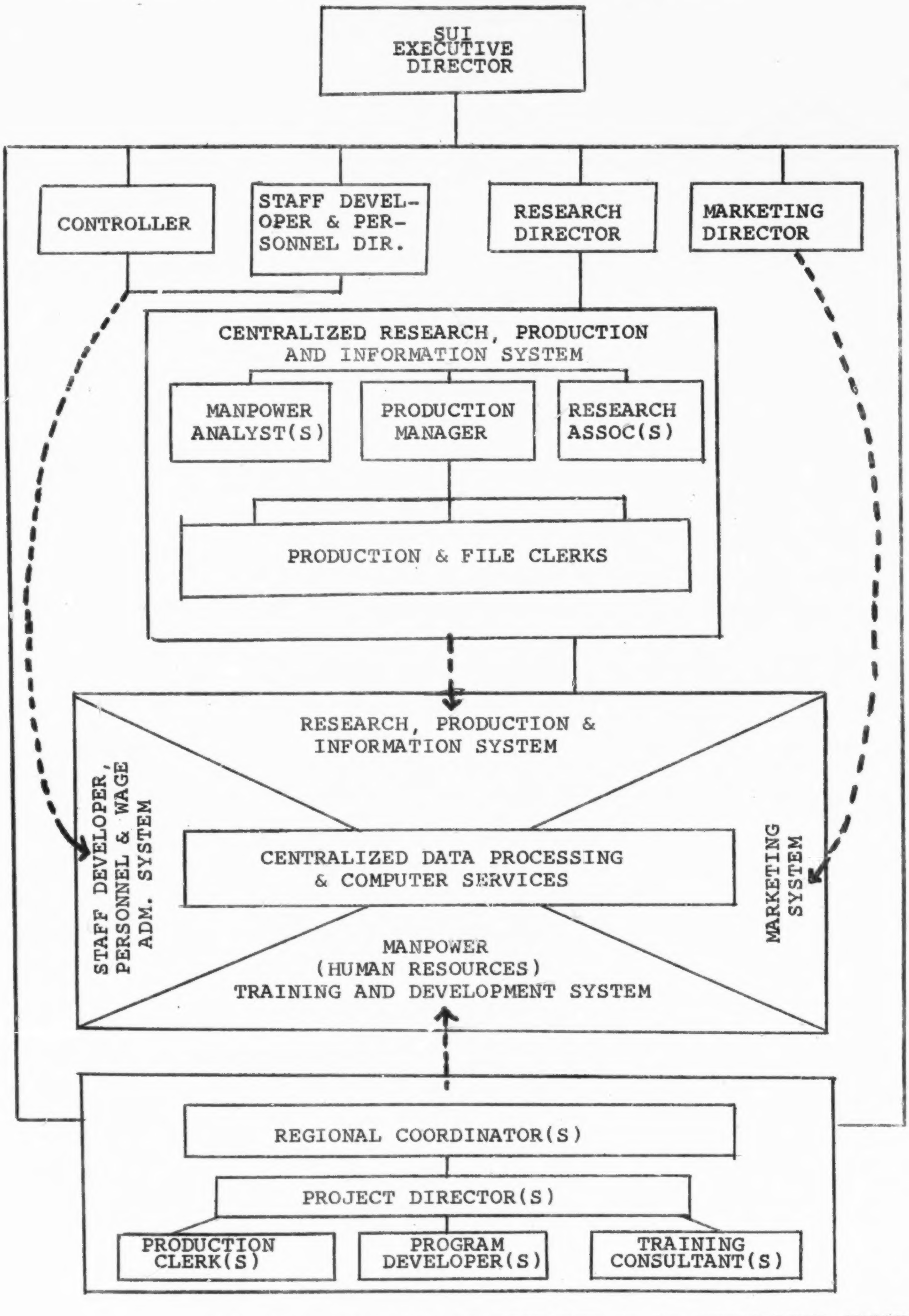
III. Analytic Uses

1. Proposal Writing
2. Training goals (needs)
3. Training design (curricula)
4. Research design
5. Consultive
   ---recommendations
   ---critique
   ---feasibility reports
   ---evaluations
   ---projections
   ---marketing

IV. Staffing Patterns

In any staffing pattern, the manpower analyst must not be relegated to a peripheral function but to a central one as defined by his functions. For budgetary purposes, he could be attached to a specific program or more realistically programmed into various training and development systems on an as-needed basis, so that he could work productively and with great mobility. Figure VI shows MPA as a function of research.

INTEGRATED ORGANIZATIONAL (SUI) SYSTEMS
With Centralized Data Processing & Computer Services


SUI EXECUTIVE DIRECTOR
CONTROLLER
STAFF DEVELOPER & PERSONNEL DIR.
RESEARCH DIRECTOR
MARKETING DIRECTOR
CENTRALIZED RESEARCH, PRODUCTION AND INFORMATION SYSTEM
MANPOWER ANALYST(S)
PRODUCTION MANAGER
RESEARCH ASSOC(S)
PRODUCTION & FILE CLERKS
RESEARCH, PRODUCTION & INFORMATION SYSTEM
STAFF DEVELOPER, PERSONNEL & WAGE ADM. SYSTEM
CENTRALIZED DATA PROCESSING & COMPUTER SERVICES
MARKETING SYSTEM
MANPOWER (HUMAN RESOURCES) TRAINING AND DEVELOPMENT SYSTEM
REGIONAL COORDINATOR(S)
PROJECT DIRECTOR(S)
PRODUCTION CLERK(S)
PROGRAM DEVELOPER(S)
TRAINING CONSULTANT(S)

MPA AS A FUNCTION OF RESEARCH IN AN INTEGRATED SYSTEM

SUMMARY OF TRAINING PROGRAMS

Organization	Trne.	Grad.	Recruited From	Upgraded To	Old $ Per Wk	New $ Per Wk	Type	Begin	End
Baltimore City Public Schools	10	10	Temporary Helper	Food Service Helper	$63.60	$72.33	A[1]	1/6/69	2/14/69
Baltimore City Public Schools	10	9	Various	2nd Class Glaziers	Various	$104.80	A	1/13/69	2/18/69
Johns Hopkins Hospital	12	11	Group Leader	Supervisor	$70/108	$73/112	B[2]	1/27/69	2/19/69
Union Memorial Hospital	9	9	Various	Supervisor	$69/90	$90/100	B	1/20/69	3/4/69
Holtite Mfg. Co.	8	8	Laboratory Tech.	Sr. Laboratory Tech.	$70/92	$77/101	A	2/3/69	3/6/69
H. G. Parks	7	7	Packers	Scalers, Stuffers & Chub Machine Oper.	$110	$119	A	3/3/69	4/3/69
Johns Hopkins Hospital	17	13	Nurse Asst. Trainees	Nursing Asst. I	$64	$68	A	3/31/69	4/30/69
Hochschild Kohn	8	6	Various Warehouse	Asst. Section Supv.	$60/70	$64/74	B	4/4/69	5/15/69
L. Gordon & Son	13	8	Various	Machine Opr. & Setter	$66/72	$76/86	A	4/22/69	5/29/69
Provident Hospital	16	16	Various	Supervisor	$61	$67	B	4/28/69	5/29/69
Johns Hopkins Hospital	5	5	Pharmacy Clerk	Pharmacy Technician III	$74	$94	A	4/7/69	5/9/69
Johns Hopkins Hospital	10	9	Housekeeping Asst. I	Housekeeping Asst. II	$64	$74	A	6/23/69	7/24/69
Bata Shoe Co.	15	9	Assembler	Service Machine Oper.	$72	$85	A	8/25/69	10/9/69
Schmidt Baking Co.	10	7	Laborer	Oven Operator-Mixer	$102/116	$110/116	A	9/2/69	10/3/69
MacMillan Bloedel	8	8	Various	Leadman	$106/112	$117/122	B	8/25/69	9/26/69
MacMillan Bloedel	8	8	Various	Sheet Catchers	$105	$115	A	10/31/69	12/11/69
Stief Silver Co.	15	10	Various	Apprentice	$76/92	$80/96	A	10/31/69	12/11/69
Spring Grove State Hosp.	18	18	Psychiatric Aide I	Sr. Psychiatric Aide	$90	$99	A	10/29/69	11/19/69
Hochschild Kohn	7	7	Various Lead	Supervisor	$74/84	$79/89	B	2/23/70	3/26/70
Sealtest	12	12	Drivers	Route Salesman	$160	$186	A	2/20/70	3/26/70
H. G. Parks	15	15	Supervisor	NA[9]	NA	NA	D[4]	5/26/69	6/19/69
Raleigh Mfg. Co.	6	0	Supervisor	NA	NA	NA	D	10/30/69	Cancelled
Md. Dept. Employ Security	15	15	Supervisor	NA	NA	NA	E[5]	10/24/69	12/12/69
Stief Silver Co.	12	12	Supervisor	NA	-	5-10%	D	10/28/69	12/3/69
Johns Hopkins Hospital	14	14	Supervisor	NA	NA	NA	E	11/11/69	12/11/69
Md. Dept. Employ Security	14	14	Supervisor	NA	NA	NA	E	1/20/70	2/19/70
Johns Hopkins Hospital	13	13	Group Leader	Supervisor	$70/108	$74/112	C[3]	4/17/69	5/9/69
Johns Hopkins Hospital	12	12	Group Leader	Supervisor	$70/108	$74/112	C	5/19/69	6/19/69
Johns Hopkins Hospital	19	19	Nurse Asst. Trainee	Nurse Asst. I	$64	$68	C	5/26/69	6/26/69
Baltimore City Public Schools	16	16	Temporary Helper	Food Service Helper	$64	$68	C	5/12/69	6/12/69

Johns Hopkins Hospital	15	15	Nurse Asst. Trainee	Nurse Asst. I	$70	$80	C	7/7/69	8/8/69
Johns Hopkins Hospital	14	13	Nurse Asst. Trainee	Nurse Asst. I	$70	$80	C	9/15/69	10/17/69
Johns Hopkins Hospital	12	11	Group Leader	Supervisor	$70/108	$74/112	C	10/6/69	11/7/69
Johns Hopkins Hospital	15	13	Nurse Asst. Trainee	Nurse Asst. I	$70	$80	C	10/27/69	11/28/69
Johns Hopkins Hospital	12	12	Group Leader	Supervisor	$70/108	$74/112	C	11/10/69	12/1/69
Johns Hopkins Hospital	15	12	Nurse Asst. Trainee	Nurse Asst. I	$70	$80	C	12/1/69	12/26/69
Johns Hopkins Hospital	6	6	Pharmacy Clerk	Pharmacy Technician III	$81	$102	C	12/15/69	1/16/70
Johns Hopkins Hospital	12	12	Group Leader	Supervisor	$70/108	$74/112	C	1/5/70	2/5/70
Johns Hopkins Hospital	15	14	Nurse Asst. Trainee	Nurse Asst. I	$70	$80	C	1/15/70	2/5/70
Union Memorial Hospital	5	5	Various Workers	NA	NA	NA	F[6]	5/17/69	5/17/69
Baltimore City Public Schools	6	6	Various	NA	NA	NA	F	5/17/69	5/17/69
H. G. Parks	2	2	Various	NA	NA	NA	F	5/17/69	5/17/69
Johns Hopkins Hospital	9	9	Various	NA	NA	NA	F	5/17/69	5/17/69
Hochschild Kohn	2	2	Various	NA	NA	NA	F	5/17/69	5/17/69
Provident Hospital	4	4	Various	NA	NA	NA	F	5/17/69	5/17/69
Holtite Mfg. Co.	4	4	Various	NA	NA	NA	F	5/17/69	5/17/69
Johns Hopkins Hospital	3	3	Company Trainer	NA	NA	NA	G[7]	6/19/69	6/19/69
Holtite Mfg. Co.	2	2	Company Trainer	NA	NA	NA	G	6/19/69	6/19/69
L. Gordon & Son	2	2	Company Trainer	NA	NA	NA	G	6/19/69	6/19/69
Provident Hospital	2	2	Company Trainer	NA	NA	NA	G	6/19/69	6/19/69
Hochschild Kohn	3	3	Supervisor	NA	NA	NA	H[8]	7/11/69	7/11/69
Baltimore City Public Schools	4	4	Supervisor	NA	NA	NA	H	711/69	7/11/69
L. Gordon & Son	2	2	Supervisor	NA	NA	NA	H	7/11/69	7/11/69
Provident Hospital	2	2	Supervisor	NA	NA	NA	H	7/11/69	7/11/69

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1. A = Upgrading Skilled Workers - First Cycle Program
2. B = Upgrading Skilled Workers to Supervisors - First Cycle Program
3. C = Second Cycle Program - Multiplier Effect
4. D = Supervisory Training & Development - Incumbent Supervisors
5. E = In-Plant Human Relations Training - Supervisors and Managers
6. F = Leadership Seminar for Workers - Off Plant Site
7. G = Training Seminar for Company Trainers - Off Plant Site
8. H = Supervisory Seminar for Supervisors - Off Plant Site
9. NA = Not Applicable to this type program

APPENDIX C

SAMPLE TRAINING MANUAL MATERIALS

COMMUNITY RESOURCES

The scope and variety of community issues, needs, and resources are almost limitless. Many of these resources fall into the following categories:

A. Health

B. Housing

C. Safety

D. Family Services

Although we have not been able to compile and make available a complete listing, we feel that the following information will be quite helpful.

COMMUNITY SERVICES

A. Health

1. Baltimore City Health Department - Conducts well-baby, prenatal, family planning, chest, dental, venereal disease clinics; provides immunizations and public health nursing services in clinics, homes and schools. For information on locations and dates of clinics call one of the following district offices:

Druid, 1515 W. North Avenue	728-0600
Eastern, 620 N. Caroline Street	732-7110
Southeastern, 3411 Bank Street	342-5200
Southern, 1211 Wall Street	727-3471
Western, 700 W. Lombard Street	837-2710

In addition the following services units are operating in Baltimore City:

Alcoholism Clinic, 2221 St. Paul Street
727-2000

Baltimore Maternity Center, 211 W. Lombard St.
752-7282

Medical Care Services, Court Square Building
752-2000

Mental Health Services for School
Age Children, 620 N. Caroline Street 732-7110

Municipal Court Probation Rehabilitation Unit, 2221 St. Paul Street 752-2000

Psychiatric Day Center, 2111 N.
Charles Street 752-2000

Sanitary Services, Baltimore &
South Streets 752-2000

This unit provides inspection services and investigates complaints related to air pollution, environmental conditions, food, and industrial health.

Special Home Services, Baltimore &
South Streets 752-2000

Vital Records, Municipal Bldg. 752-2000

Health Information, Baltimore &
South Streets 752-2000

This unit conducts health information and education programs. Provides information on all other health services administered by Department.

B. Housing

1. Self-Help Housing, Inc., 1101 N. Carey
Street 523-5445
820 N. Gay Street 342-0282

This is a program designed to assist the residents with their housing problems. Through its sanitation component the program helps residents in keeping their neighborhood, lots and alleys clean. In extreme cases of illness, old age, and incapacitation, this program will even clean out the dwellings of residents. Apartment and house finding services are available. Through tenant-landlord mediation service, this agency has been able to achieve more equitable understanding and agreement between many tenants and landlords. Through the Tool-Pool facilities, residents are able to borrow, free of charge, the tools they need to improve the houses in which they live.

2. Home Ownership Plan
Endeavor, Inc. (HOPE)
424 West Franklin Street 728-1500

HOPE is a non-profit corporation organized to make home ownership possible to people of low economic resources in the Metropolitan Baltimore area.

C. Safety

1. Baltimore City Police Department
Fallsway and Fayette Streets 685-1600

Community Relations Division - Major William Harris, Director. Seeks to maintain positive relations between the police and the community they serve.

Youth Division, 212 N. Pine Street, administers the following units:

- Juvenile Unit - Provides liaison services to juvenile court and counseling children and their families.

- Missing Persons Unit - Seeks return of person upon request of relatives.

- Non-Support Unit - Assists the court and Sheriff's Department in the preparation and service of non-support, bastardy, bench, and paternity suits.

- Sanitation Unit - Enforces laws relating to public sanitation.

2. Baltimore Chapter American National
Red Cross, St. Paul and 23rd Streets 467-9905

Provides services to military and veterans' families including verification of home conditions for emergency leave and leave extensions, personal and family counseling assistance with applications for government benefits and limited financial assistance. Provides assistance to victims of disasters to meet emergency and long-term recovery needs: Operates blood program; offers free course in first aid, water safety, mother and baby care, of sick and injured

3. Baltimore Safety Council, Inc.
2612 Maryland Avenue 467-6740

Promotes the conservation of human life through prevention of accidents in industry, homes, on streets, highways and other public places by educational work and promotion of specific activities.

D. Family Services

1. Planned Parenthood Association of Maryland, Inc., 517 N. Charles Street 752-0131

Provides leadership for the universal acceptance of family planning as an essential element of responsible parenthood, stable family life, social harmony; provides education for family planning; operates contraceptive clinics; promotes research in human reproduction; treats childless couples for infertility; offers premarital counseling and sex education; provides community education in fields of family planning.

Branches

Family Planning Center
1321 Ashland Avenue 732-2550

Franklin Square Hospital
Lexington and Calhoun Streets 752-0131

Lutheran Hospital
Lanvale and Dukeland Streets 752-0131

2. Family and Children's Society
204 W. Lanvale Street 669-9000

A nonsectarian agency giving trained casework service to troubled people in Baltimore City and Anne Arundel County. Services includes family emergency assistance, family and child counseling and foster services.

... AT THE OTHER END OF THE LINE

"The telephone is more than a convenience: it can be a necessity when an ambulance, a doctor, the fire department, the police are needed. It can be the door to a host of services provided by public and private state and local services." The following is a list of those services:

EMERGENCIES

Baltimore City

Ambulance	685-2440
Fire	685-1313
Police (radio car)	222-3333
Police Patrol Boat	685-1600
Water Department	752-2000

Baltimore County

Fire	823-2020
Police	

Anne Arundel County

Police	(Northern District)	987-0101
	(Southern District)	867-0101
Fire-Ambulance	(Northern District)	987-1212
	(Southern District)	867-1212

Howard County

Police	465-1611
Fire-Ambulance	465-2121
Roads Department	465-2121

Maryland

Maryland Citizens' Council of the National Council on Crime and Delinquency	837-1508
Department of Motor Vehicles	761-4500

United States

Federal Bureau of Investigation	539-6700

CONSUMER INFORMATION

Better Business Bureau of Baltimore, Inc.	685-6986
Consumer Credit Counseling of Greater Baltimore, Inc.	837-4363
Consumer and Marketing Service	
Consumer Food Programs (field office)	962-2390
Fresh Fruit and Vegetable Inspection	962-2546
Market News Service	962-2480
Processed Products Inspection	962-2474
Grain Division (district office)	962-3357
Livestock Division (market news)	442-2167
Meat Inspection Division	962-2510
Milk Market Administrator	828-7400
Poultry Division (market news)	962-3361
Agricultural Research Service	
Animal By-Products-Import-Export	962-2515
Animal Research Health Division	442-2222
Plant Quarantine Division	962-3585
Maryland Home Improvement Commission	383-3010

BOARDS OF EDUCATION

Baltimore City	467-4000
Baltimore County	825-7200
Anne Arundel County	268-3345
Howard County	531-5144

CHAMBER OF COMMERCE - TOURIST INFORMATION

Baltimore County Chamber of Commerce	825-6200
Visitors Information Center, Chamber of Commerce of Metropolitan Baltimore	539-7600
Chamber of Commerce of Greater Annapolis	268-7676
Tourist, Division, Maryland Department of Economic Development, Annapolis	268-3371

YOUTH

Baltimore Youth Opportunity Center	728-5900
Baltimore County Youth Commission	828-1955
Y.M.C.A. - Metropolitan Office	539-7350
Y.W.C.A.	
Metropolitan Office	685-1460
International Center	732-7032
Senior Citizens Center	685-5136

LIBRARIES

Enoch Pratt	
Book Information and Reference Services	685-6700
Films Department	837-9100
Baltimore County Public Library (branches listed separately)	

Anne Arundel County Public Library
    (branches listed separately)
Howard County Library
    (branches listed separately)

MISCELLANEOUS

Anne Arundel County

Dog Control Agency	647-5405
Mosquito Control	268-0491

Baltimore County

County Surveyor	823-3000
Jail Bureau	823-3000
Baltimore County Department of Public Welfare	823-2700

Maryland

Maryland State Funeral Directors Association, Inc.	728-7771
Maryland Historical Society	685-3750
Planned Parenthood Association of Maryland	752-0131
Family Planning Center	732-3550
Maryland State Fair and Agriculture Society	252-0200
Maryland State Game and Fish Protective Association	668-9764
Maryland State Licensed Beverage Association, Inc.	539-0636
Maryland State and D. C. AFL-CIO C.O.P.E.	727-1951
Maryland State and D. C. AFL-CIO	727-7307
Maryland Port Authority	
Pier No. 2 - Pratt Street	752-2118
Dundalk Marine Terminal	285-3010
Locust Point Marine Terminal	752-0778
Maryland Association of Real Estate Boards	752-8532
Maryland State Bar Association, Inc.	685-8505
Maryland State Board of Law Examiners	752-5310
Maryland State Board of Public Accountancy	837-2474

Baltimore City

City Hall	752-2000
City Jail	752-2000
Traffic Court	539-8180

HEALTH

Maryland

Maryland Blue Cross and Blue Shield	
Plans: Subscriber Services	828-4360
General Offices	828-4313
Medicare Service	828-1400
Maryland Hearing Aid Service	685-5423
Maryland Heart Association	685-7074

Maryland Nursing Home Association	539-6898
Maryland Children's Aid Society, Inc.	889-8267
Maryland Diabetes Association	358-2445
Maryland Association for Mental Health	685-4771
Maryland Association for Retarded Children	
Office	486-8168
Baltimore Chapter	323-5600
Sheltered Workshop	323-5600
Maryland Association for Cerebral Palsy, Inc.	833-5100
Maryland Association for Children with Specific Learning Disabilities	
Maryland National Bank Building	539-7669
8054 Milton Avenue	922-1728
Maryland Blood Exchange AABB	727-2766
Maryland Society for Medical Research	685-5348
Maryland Society for Crippled Children and Adults	355-7676
Maryland Society for Prevention of Blindness	243-2201
Maryland Society for Training and Development, Inc.	539-6914
Maryland State Dental Association	685-8877
Maryland State Health Department	383-3010
Medical Service	752-1400
Physicians Exchange	752-3340
Maryland Poison Control Centers	
Fire Department - Baltimore City	685-1313
City Hospitals	342-5400
Johns Hopkins Hospital Infirmary	955-5000
Sinai Hospital	367-7800
University Hospital	955-2121

United States

Bureau of Drug Abuse Control	962-4800
Food and Drug Administration	962-3396

EMPLOYMENT

Maryland State Employment Service	728-5900
Workmen's Compensation Commission	539-4360
Veteran's Employment Service	
Main Office	728-5900
Towson	823-3300
Department of Housing and Community Development	
Main Office	727-3400
Community Service Emergency	752-2000
Weather Report	936-1212
Time	844-1212

United States

Zip Code Information	962-2949

LESSON OUTLINE

INSTRUCTIONAL UNIT:	Delegation
TYPE:	Lecture guided discussion
TIME ALLOTTED:	105 min.
CLASS PRESENTED TO:	HIT Supervisory Trainees
TOOLS, EQUIPMENT & MATERIALS:	
PERSONNEL:	Assistant Trainer
INSTRUCTIONAL AIDS:	Movie projector, film: "Breaking the Delegation Barrier", chalk board, handout "Principles of Delegation"
REFERENCES:	Strauss & Sayles, Personnel, Chap. 7; Dynamics of Supervision
STUDY ASSIGNMENT:	None
STUDENT EQUIPMENT:	Pen and pads

I. INTRODUCTION: Introduce self and topic

   A. PURPOSE: To give you a better understanding of the scope of your job by discussing the nature of delegation

   B. OBJECTIVE: Each of you should be preparing a methodology for dealing with delegation in your job

II. EXPLANATION:

   (Note: Draw organization chart on chalk board and discuss the origin of delegation)

   A. DISCUSS

      1. Responsibility

      2. Accountability

      3. Authority

B. General discussion and consideration in delegation

1. In delegation, a supervisor makes few decisions by himself. Delegation is really a form of job enlargement for it gives each subordinate a sense of being his own boss.

2. Another term is management by results (objectives) explain.

3. Compare the following assignments: (Note: Read and discuss)
   a. Food Supervisor A: "Call the Dietary Department and find out what the menu will be for the upcoming week. Ask them to send it down by messenger no later than 10:00 tomorrow morning. When you receive it, be sure to contact me immediately. In the meantime, you can start preparing the cooks for putting out the noon meal. Oh, yes, be sure to check the schedule for the correct period...(and so on)."

   b. Food Supervisor B: "We are about to go into another week. In the past the weekly diet has been late getting here. Could you check with them to see what the difficulty is and start setting up for the noon meal? After you have completed this, will you give me a call?"

4. Advantages of delegation:

   a. Time saver. The close supervisor who tries to do all the thinking by himself frequently exhausts himself, physically and mentally.

   b. Employees grow as a result of having their judgment tapped.

   c. Subordinates take pride in the results. They feel little involvement in their work when someone else makes all the decisions.

5. Rules

   a. Establish consistency

   b. Reduce personal dependency

   c. Permit routinization

6. Goal Setting
    a. Definite assignments
    b. Supervision by results
        (1) a clear cut set of performance standards act as a motivator to subordinates
        (2) better evaluations are possible

C. Delegation results in better employee-management relations. It is also a means of satisfying the needs of subordinated -- responsibility, achievement, recognition, etc. It acts as an intrinsic motivator to subordinates.

D. The feasibility of delegation depends on a number of factors: the nature of the work, individual personality and background, over-all management practices, employee-management relations, and the organization's needs for coordination and consistency.

E. Introduce and summarize film: "Breaking the Delegation Barrier"(30 minutes)

(Note: Tell trainees what to look for)

1. Delegation is similar to organizational magnetism. The force that holds organizations together.
2. Guides
    a. Define limits of authority, responsibility, and reporting (communications)
    b. Initially frequent and detailed
    c. Supervisor in coordinating position when delegating. Delegation does not mean abdication.
3. Follow-up (check yourself out first before going to the subordinate -- remember, ask yourself if you have communicated properly.)
4. "Don't be a do it yourself supervisor" -- Avoid the trap -- there's not enough time. Training your subordinates is paramount prior to delegating.

5. Avoid the trap -- going over every man's work thoroughly. Know your subordinate and his capabilities before delegating. Some people are not as ready for delegation as others.

6. How to get men to make decisions:

a. Avoid threatening situations for subordinates (hierarchy of fear).

b. Show faith in abilities of your subordinates. Don't chew the man out every time he makes a mistake. Train him; Trust him.

(Note: Hold all calls: Privacy is imperative when an employee has a gripe. Understand that I must talk to _______________ about this: The employee should be told beforehand so that he will know the potential consequences of his actions.)

c. Don't hold the man back when you have delegated. You must insure coordination with the degree of freedom necessary.

(Note: The superior avoided the confrontation by sending the employee out politely.)

d. Avoid the trap -- fear of loss of authority. Don't you be threatened by the subordinate's ambition. Realize that a good job reflects on the superior. "You can't get maximum performance from a broken spirit."

F. Summary

1. Do it yourself -- insecurity

2. Fear of mistakes -- fear

3. Loss of authority -- threat

(Note: Re-run the end of the film.)

Pete -- Public Relations Dept.
Fisk -- Finance Dept.
-- Engineering Dept.

G. Discussion: Develop conference around the cases presented in each of the three example given during the movie, "Breaking the Delegation Barrier."

H. Conclusion

(Note: Have trainees summarize what they have learned.)

(Note: Issue handout: Principles of Delegation.)

SESSION ON FINISHING

The second operation is Finishing or Waxing. The purpose of this operation is to level out the floor surface so that it is glossy and to protect the floor with a thin film. Layers of finish fill irregularities and protect the floor. The type of floor - smooth or irregular - will determine how many coats of finish are needed for protection and beauty.

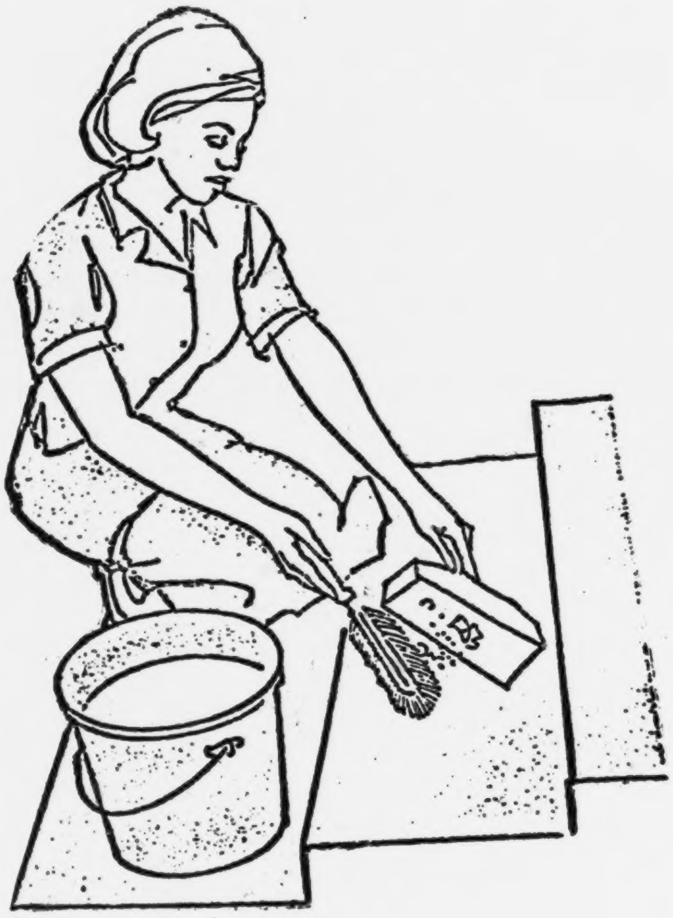
DUSTING: The third operation in floor care is dusting. The sealer fills the pores and the finish covers it with an unbroken film to keep the dirt up at the surface. We now must remove the dirt by dusting. With the smooth film of finish, the dirt can easily be dusted away. What would happen, though, if the dirt were left where it was? Well, the dirt would soon be ground into the film by the feet and wheels of hospital traffic. That's why dusting is done frequently, before the dirt is ground in.

Dusting has another purpose, too. We'll talk in a minute about washing, where dirt is removed with water and detergent. You'll find, however, that dusting removes enough dirt to help your wash water last longer between changing.

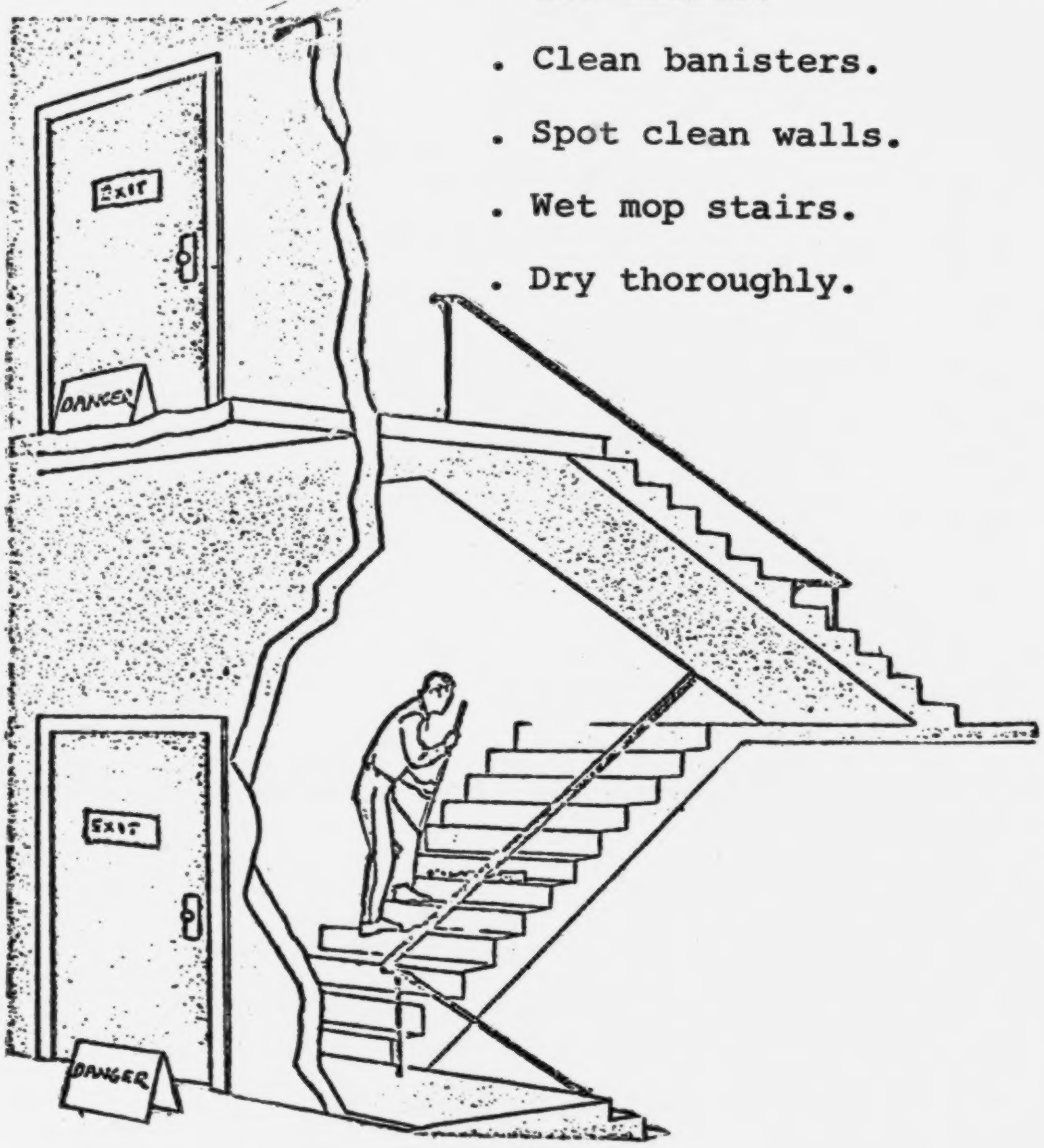
AREA CLEANING
STAIRS AND STEPS

STAIRWAYS

Stairways can be dangerous. You can help make them safe by caring for them properly. Keep the stairways free of litter dust and dirt for health and for safety.



- Place warning signs each doorway.
- Start at top landing and work down the stairs.
- Brush steps to remove dust and debris.
- Clean banisters.
- Spot clean walls.
- Wet mop stairs.
- Dry thoroughly.

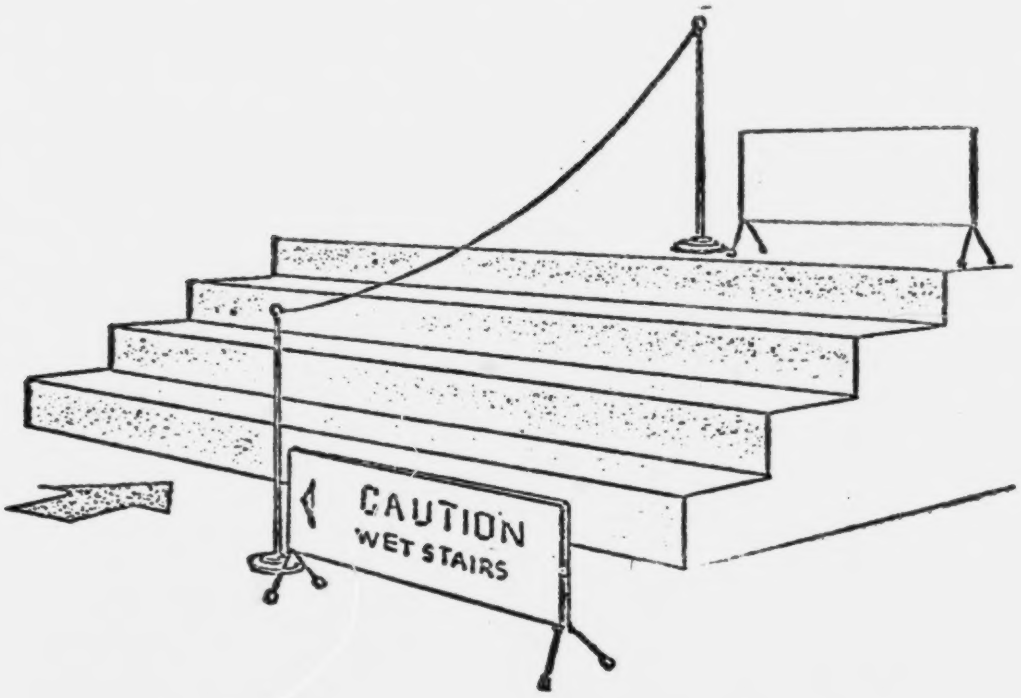


PROCEDURE FOR CLEANING STAIRWAYS AND STEPS

Entrance doors

1. Wipe or wash the door area inside and outside. Clean the door hinges, etc.
2. Shine the metal kick plate and door handle.
3. Wipe out corners and cobwebs.
4. Clean any glass on the door.

- Clean half of step
- Leave dry path for pedestrians

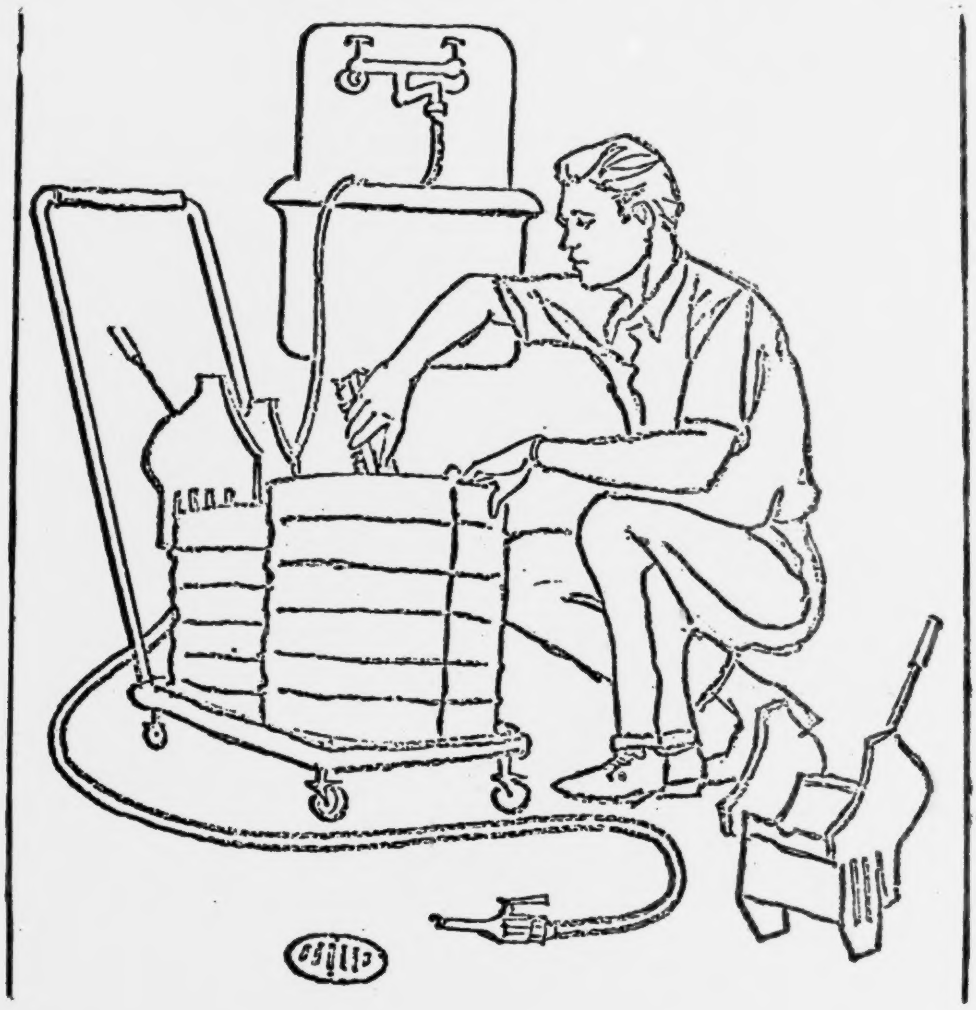


CLEANING STAIRWAYS (ADDITIONAL TECHNIQUES)

1. Equipment Needed
   a. Vacuum
   b. Putty knife
   c. Counter brush and pan
   d. Cotton cord mop
   e. Kex type dust mop
   f. Scrub brush and brown soap
2. Procedure
   a. Vacuum or dust mop the stairs, starting at the top and working down.
   b. Scrape any sticky items from the steps.
   c. If dust mopping, mop from side to side to dust pan. If one side is open, mop from open side to closed side to dust pan.

- Don't use force on a wringer lever.
- Keep parts oiled and tight.
- Keep the wringer in the "release" position.
- Store the wringer in a dry place.
- Report any defects to your supervisor.

MOPPING BUCKET WITH CASTERS OR DOLLY AND TANK MOPPING UNIT -- DOUBLE COMPARTMENT ON WHEELS



- At the end of each day, empty the tanks and remove any remaining mop strands or debris.
- Wash and scrub the surfaces of the tank with small amounts of chlorinated powder cleanser applied onto a hand brush. Wash dollies and casters with detergent solution.
- Rinse them thoroughly with clean water and then wipe dry with a clean cloth.

APPENDIX D

BOARD OF DIRECTORS

William Boucher III, Chairman

Executive Director
Greater Baltimore Committee

Lee Douglas, Jr.

President
Steelworkers and Shipyard
Workers for Equality

Major General George M. Gelston

Adjutant General
Maryland National Guard
(deceased February 17, 1970

Dr. Benjamin F. Smith, Secretary

Professor of Education
Morgan State College

Jerome E. Monaghan

Special Assistant
Voluntary Council on
Equal Opportunity

James Griffin, Vice Chairman

Special Assistant
Commissioner of Personnel
State of Maryland

Dan D. Zaccagnini

Special Assistant
to the Mayor
City of Baltimore

John W. Barrett, Jr.

Project Director
Skill Upgrading, Incorporated